
Modern American English NEW EDITION

Robert J. Dixon



MODERN
AMERICAN
ENGLISH

Rachel Ho May Ying

Robert J. Dixon

New Edition

Book

1

MODERN AMERICAN ENGLISH

Regents Publishing Company, Inc.



Illustrations by Anna Veltfort

Copyright © 1977 by
Regents Publishing Company, Inc.

All rights reserved. No part of this book may be reproduced in any form without permission in writing from the publisher.

Published by
Regents Publishing Company, Inc.
2 Park Avenue
New York, N.Y. 10016

Printed in the United States of America

Table of Contents

Preface	i
Lesson 1 Verb <i>to be</i> , Present Tense Subject Pronouns <i>he</i> and <i>she</i> Questions with <i>What</i> and <i>Who</i>	1
Lesson 2 Verb <i>to be</i> , Present Tense Subject Pronouns <i>I, you, we, they</i> , and <i>it</i> Singular and Plural of Nouns Demonstratives <i>this</i> and <i>these</i>	8
Lesson 3 Demonstratives <i>this, these, that, those</i> Contractions with <i>to be</i> Questions and Negatives with <i>to be</i>	20
Lesson 4 Possessive Adjectives Questions with <i>Where</i> Definite and Indefinite Articles Descriptive Adjectives	29
Lesson 5 Review	38
Lesson 6 Statements and Questions with <i>There is/There are</i> Questions with <i>How many</i> and <i>How much</i> Numbers from 1 to 10	42
Lesson 7 Simple Present Tense, Statements and Questions <i>It</i> as subject Telling Time (I)	51
Lesson 8 Simple Present Tense, Statements and Questions Questions with Question Words Numbers from 11 to 20	62

Lesson 9	Simple Present Tense, Negative Verb <i>to like</i> Numbers from 20 to 100	73
Lesson 10	Review	83
Lesson 11	Imperative Object Pronouns Verb <i>to want</i> Days of the Week	87
Lesson 12	Simple Past Tense, Regular Verbs Statements, Questions, Negatives Telling Time (II)	97
Lesson 13	Simple Past Tense, Irregular Verbs Statements, Questions, Negatives Questions with <i>What kind</i> Telling Time (III)	108
Lesson 14	<i>To be</i> , Past Tense Statements, Questions, Negatives <i>Anybody</i> and <i>nobody</i> Telling Time (IV)	118
Lesson 15	Review	127
	International Phonetic Alphabet	132
	Vocabulary	133

Preface

Modern American English, Textbook One, is the first of a series of six texts, with correlated workbooks and recordings, designed as a complete course of study in English as a second language. This textbook provides elementary vocabulary and lays the foundations for a comprehension of the first principles of English grammar. Textbooks Two, Three, Four, Five, the workbooks, and the recordings build upon this foundation by expanding the study of vocabulary and completing the survey of English grammatical structure. Book Six, although primarily a reader, provides a general review and additional practice on all the material previously studied.

The six books of the series have been planned for use in the usual junior high school, high school, or adult course of study. The pace of the books, therefore, is measured but intensive, as is proper for students studying English on this level. Extensive oral practice is provided for everything presented. Students are prepared to move, without difficulty or confusion, from one step to the next, from one lesson to the following lesson. Vocabulary and grammar are controlled at all times, particularly at the beginning and intermediate levels in Textbooks One through Four. Consequently, there is no danger of teaching more vocabulary or structure than a student can readily absorb.

Expressed in a different way, the purpose of this book, as well as of the remaining books of the series, is to teach students how to use and understand spoken English. The approach emphasizes at all times the ability of the students to use what they have studied. All materials and all activities in the series contribute directly to this end.

Modern American English, Textbook One, is simple to use and easy to follow. It is a basic textbook, consisting of fifteen lessons. Every fifth lesson is a review that provides additional practice on the material that

has been covered in the previous four lessons. Each of the remaining lessons is divided into four sections: *Reading and Oral Practice*; *Structure and Pattern Practice*; *Pronunciation and Intonation Practice*; and *General Practice*. (The pronunciation material is omitted in Lesson One.) Each of these sections is intended to give a particular kind of practice that will strengthen the students' learning experience and lead to their ability to communicate in the new language.

1. Reading and Oral Practice. This section introduces the material that is to be studied in the lesson. It usually consists of a series of questions and answers that are cued to pictures. As more structures and vocabulary are presented, this introductory material is usually connected into a brief narrative. Many of the lessons present both structural material—verb tenses, possessive forms, and so on—and cultural material—telling time, days of the week, months of the year, and so on. In addition, there are short dialogues beginning with Lesson Seven that introduce the students to such conversational forms as greetings and leave-takings.

The first part of each section is intended primarily for listening and repeating practice. That is, the students should listen while the teacher reads the sentences; then the students should repeat them after the teacher in chorus; third, individual students should be asked to repeat both questions and answers; and finally, individual students should read the sentences, both questions and answers.

In the next section, the students answer questions based on the previous material that are cued to the same or similar pictures. The teacher should first go over this section as a listening practice, giving both questions and answers; choral and individual repetition should follow; then the teacher should ask the questions while individual students give the answers. As a final step, one student asks the questions and another student gives the answers. This kind of student-student practice is highly recommended for all the exercises throughout the book. Generally, the structural and the cultural material is presented separately but in the same manner, that is, with a listen-repeat practice first and a question-and-answer practice second.

Similar procedures should be followed for the dialogues—listening, choral and individual repetition, teacher-student practice, and student-student practice.

2. Structure and Pattern Practice. This section is devoted to the study of grammatical structures and idiomatic expressions in English. The section begins with a careful explanation of the structure that is being presented in the lesson. Notes are also included on the idiomatic and cultural material that has been included in the *Reading and Oral Practice*.

The explanatory note is followed by a wide variety of drills that gives the students a command of the forms of the different patterns of English. It is suggested that the teacher first go through each exercise orally, with students repeating each cue and its answer in chorus. In the next step, the teacher should present the cue and then ask the class to give the answer in chorus. After that, the teacher should give the cue, with individual students giving the answer. There should be immediate correction of wrong answers, first by giving the right one and then having the students repeat it in chorus.

When sufficient oral work has been done, the teacher can assign the exercises as written homework. Homework should be corrected carefully and returned to the students so that they can note their errors and observe their progress. The exercises in this section are designed for habit formation on specific patterns, whereas the conversation practice in the final section of the lesson is designed to give the students greater flexibility in the *use* of the patterns.

3. Pronunciation and Intonation Practice. This section gives practice on different aspects of pronunciation. Drills are given on the pronunciation of individual sounds, both vowels and consonants. Special practice is also included on points that may be difficult for some students, such as the different pronunciations of the *s* and *d* endings. Intonation practice is provided through special exercises marked with intonation patterns.

The material in this section should be presented by means of repetition, both choral and individual. The teacher's pronunciation and intonation will serve as a model for the students. The sentences for intonation practice should be said at a natural conversational speed so that the students will become accustomed to the sound of English as it is actually spoken. The recordings give valuable additional practice for this section.

4. General Practice. This section gives oral practice in the actual use of English for conversational purposes. The exercise in this section is a question-and-answer practice based on the material that has been presented previously in the lesson. In some cases, the questions are cued to pictures or other kinds of visual information such as numbers, for which verbal equivalents are to be given.

The procedures for the practice in this section should consist first of teacher-student practice, and second of student-student practice. In the teacher-student practice, the teacher asks the questions or gives the commands, while individual students respond. In student-student practice, one student acts as teacher, while another makes the appropriate responses.

Additional practice is given in the Teacher's Manual in the form of conversation practice. There are questions the students can answer from their own experience and knowledge within the structural and cultural framework of the patterns and vocabulary that have been studied. These exercises are only suggestions. Each teacher should work out the particular exercise, with appropriate questions and commands, before giving it to the students, so that it will conform to the reality of that particular classroom and group of students.

Supplementary Material. A Teacher's Manual is available for each level of this series. There are also companion workbooks available for each textbook. Each workbook lesson is closely coordinated with the corresponding lesson in the appropriate textbook. The workbooks give additional material to help build all four of the language skills—listening, speaking, reading, and writing. In addition, there are recordings that cover the material in each of the textbook lessons, thereby giving the students a valuable source for more oral practice.

Lesson 1

1. Reading and Oral Practice

A. Listen and repeat.



Michael is a student.



Susan is a student.



Mrs. Jones is a teacher.



Sam Stern is a doctor.



Bill is a typist.



Kay Williams is a lawyer.

B. Answer the questions.

EXAMPLE

Who is he? *He is Michael.*

What is he? *He is a student.*



1. Who is she?
What is she?



2. Who is she?
What is she?



3. Who is he?
What is he?



4. Who is he?
What is he?



5. Who is she?
What is she?



C. Answer the questions with Yes.

EXAMPLE

Is Michael a student? *Yes, Michael is a student.*

1. Is Susan a student?
2. Is Mrs. Jones a teacher?
3. Is Sam Stern a doctor?
4. Is Bill a typist?
5. Is Kay Williams a lawyer?

D. Answer with Yes. Use *he* or *she*.

E X A M P L E

Is Michael a student? *Yes, he is a student.*

1. Is Kay Williams a lawyer?
2. Is Susan a student?
3. Is Mrs. Jones a teacher?
4. Is Sam Stern a doctor?
5. Is Bill a typist?

E. Listen and repeat.



Michael is not a teacher.
He is a college student.



Susan is not a typist.
She is a college student.



Mrs. Jones is not a student.
She is a teacher.



Sam Stern is not a lawyer.
He is a doctor.



Bill is not a doctor.
He is a typist.



Kay Williams is not a teacher.
She is a lawyer.

F. Answer the questions with *No*.

EXAMPLE

Is Michael a teacher? *No, Michael is not a teacher.*

- | | |
|-------------------------------------|-------------------------------|
| 1. Is Susan a typist? | 4. Is Bill a doctor? |
| 2. Is Mrs. Jones a college student? | 5. Is Kay Williams a teacher? |
| 3. Is Sam Stern a lawyer? | |

G. Answer with *No*. Use *he* or *she*.

EXAMPLE

Is Michael a teacher? *No, he is not a teacher.*

What is he? *He is a college student.*



-
1. Is Susan a typist?
What is she?



-
2. Is Mrs. Jones a student?
What is she?



-
3. Is Sam Stern a teacher?
What is he?



-
4. Is Bill a doctor?
What is he?



-
5. Is Kay Williams a teacher?
What is she?



2. Structure and Pattern Practice

Is is a form of the verb *to be*. It is used after a singular noun (*Michael, Susan*) or after *he* or *she*.

The negative is formed by placing *not* after *is*.

He is not a doctor.

She is not a teacher.

Questions that ask for *Yes* or *No* as an answer are formed by placing *is* at the beginning of the sentence, before the subject.

Michael is a college student.

Is Michael a college student?

Kay Williams is a lawyer.

Is Kay Williams a lawyer?

Who asks for a person to be identified.

Who is he?

He is *Sam Stern*.

What is he? and *What is she?* ask for a person's occupation.

What is he?

He is a doctor.

What is she?

She is a lawyer.

Mrs. is a title that is used for a married woman.

College in American English refers to a university, not a high school.

Exercises

A. Change to the negative.

E X A M P L E

Michael is a teacher. *Michael is not a teacher.*

-
1. Kay Williams is a teacher.
 2. Susan is a typist.
 3. Mrs. Jones is a college student.
 4. Sam Stern is a lawyer.
 5. Bill is a doctor.

B. Change to questions.

E X A M P L E

Michael is a college student. *Is Michael a college student?*

1. Bill is a typist.
2. Susan is a college student.
3. Mrs. Jones is a teacher.
4. Sam Stern is a doctor.
5. Kay Williams is a lawyer.

C. Change to questions beginning with *What*.

E X A M P L E

Michael is a college student. *What is Michael?*

1. Sam Stern is a doctor.
2. Susan is a college student.
3. Mrs. Jones is a teacher.
4. Bill is a typist.
5. Kay Williams is a lawyer.

D. Change to questions beginning with *Who*.

Use he or she.

E X A M P L E

He is Michael. *Who is he?*

1. She is Mrs. Jones.
2. She is Susan.
3. He is Sam Stern.
4. He is Bill.
5. She is Kay Williams.

3. General Practice

Look at the pictures and answer the questions.

E X A M P L E

Who is he? *He is Michael.*

Is he a doctor? *No, he is not a doctor.*

What is he? *He is a college student.*



1. Who is she?
- Is she a teacher?
- What is she?



-
2. Who is she?
Is she a college student?
What is she?



-
3. Who is he?
Is he a lawyer?
What is he?



-
4. Who is he?
Is he a doctor?
What is he?



-
5. Who is she?
Is she a typist?
What is she?



Lesson 2

1. Reading and Oral Practice

A. Listen and repeat.



I am a student.



You are a student.



We are students.



I am a teacher.



You are students.



Miss Brown is a nurse.
She is a nurse.



Mrs. Davis is also a nurse.



Miss Brown and Mrs. Davis are
nurses.
They are nurses.



Dr. Harris is a dentist.
She is a dentist.



Dr. Evans is also a dentist.



Dr. Harris and Dr. Evans are
dentists.
They are dentists.



Mr. Lee is a lawyer.
He is a lawyer.



Mrs. Williams is a lawyer.
She is a lawyer.



Mr. Lee and Mrs. Williams are lawyers.
They are lawyers.

B. Answer the questions.

EXAMPLE

Are you a student or a teacher? *I am a student.*



1. Are you students or teachers? (We)



2. Is Michael a student or a teacher?



3. Is Miss Brown a teacher or a nurse?



4. Am I a typist or a dentist? (You)



5. Are we typists or doctors? (You)



6. Are Miss Brown and Mrs. Davis teachers or nurses?



7. Is Dr. Harris a dentist or a teacher?



8. Are Dr. Harris and Dr. Evans dentists or teachers?



9. Is Mrs. Williams a lawyer or a nurse?



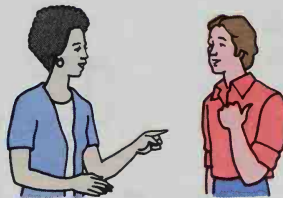
10. Is Mr. Lee a lawyer or a teacher?



C. Answer the questions.

EXAMPLE

What are you? *I am a student.*



1. What is Susan?



2. What are we? (You)



3. What is Miss Brown?



4. What is Mrs. Davis?



5. What are Miss Brown and Mrs. Davis?



6. What is Dr. Harris?



7. What is Dr. Evans?



8. What are Dr. Harris and Dr. Evans?



9. What is Mr. Lee?



10. What are Mr. Lee and Mrs. Williams?



D. Listen and repeat.



What is this?
It is a book.
What color is it?
It is white.



What is this?
It is a pencil.
What color is it?
It is yellow.



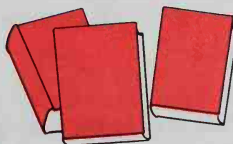
What is this?
It is a pen.
What color is it?
It is blue.



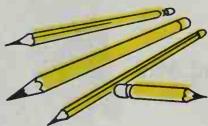
What is this?
It is a chair.
What color is it?
It is brown.



What is this?
It is a bus.
What color is it?
It is green.



What are these?
They are books.
What color are they?
They are red.



What are these?
They are pencils.
What color are they?
They are yellow.



What are these?
They are pens.
What color are they?
They are black.



What are these?
They are chairs.
What color are they?
They are brown.



What are these?
They are buses.
What color are they?
They are green.

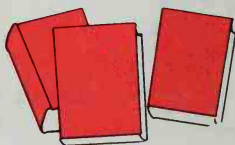
E. Answer the questions.

EXAMPLE

What is this? *It is a book.*
What color is it? *It is red.*



1. What are these?
What color are they?



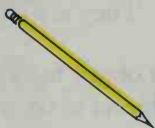
2. What is this?
What color is it?



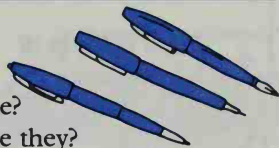
3. What are these?
What color are they?



4. What is this?
What color is it?



5. What are these?
What color are they?



2. Structure and Pattern Practice

Am and *are* are the other forms of the present tense of the verb *to be*. All the forms are:

Singular

I am
you are
he, she, it is

Plural

we are
you are
they are

Most nouns in English form the plural by adding *s* to the singular.

Singular

doctor
book

Plural

doctors
books

Note that the plural of *bus* is *buses*. In both *buses* and *nurses* the plural ending is pronounced as a separate syllable.

Note that *a* is used only with a singular noun.

He is a typist.
They are typists.

Mr., *Mrs.*, *Miss*, and *Dr.* are all titles of address. *Mr.* is used for a man, *Mrs.* for a married woman, *Miss* for an unmarried woman, and *Dr.* for a medical doctor or dentist.

What is this? asks for one object to be identified. *What are these?* asks for two or more objects to be identified.

What is this?
It is a chair.

What are these?
They are chairs.

What color is it? asks for one object to be described. *What color are they?* asks for two or more objects to be described. Notice that the color is the same in both the singular and the plural.

What color is it?
It is yellow.

What color are they?
They are yellow.

Exercises

A. Answer the questions.

E X A M P L E

What is Mr. Lee? *He is a lawyer.*



1. What is Michael?



2. What are you? (I)



3. What am I? (You)



4. What is Bill?



5. What are Miss Brown and Mrs. Davis?



6. What are you? (We)



7. What are these?



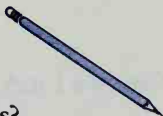
8. What are we? (You)



9. What is Mrs. Williams?



10. What is this?



B. Change to the plural.

EXAMPLE

He is a doctor. *They are doctors.*

- | | |
|-----------------------|---------------------|
| 1. I am a dentist. | 5. She is a nurse. |
| 2. I am a student. | 6. It is a pen. |
| 3. You are a teacher. | 7. He is a typist. |
| 4. It is a chair. | 8. She is a lawyer. |

C. Change to the singular.

EXAMPLE

They are doctors. (she) *She is a doctor.*

1. They are books. (it)
2. They are typists. (he)
3. They are buses. (it)
4. We are nurses. (I)
5. You are teachers. (you)
6. They are dentists. (he)
7. They are teachers. (she)
8. We are students. (I)

3. Pronunciation and Intonation Practice

A. The indefinite article *a* is pronounced [ə] as the *u* in *bus*. Repeat several times.

<i>a</i> book	<i>a</i> teacher
<i>a</i> doctor	<i>a</i> pen
<i>a</i> chair	<i>a</i> lawyer

B. Final *s* is pronounced [s] in some words, but in other words it is pronounced [z]. Repeat several times.

[s]	[z]
book, books	doctor, doctors
student, students	teacher, teachers
dentist, dentists	pen, pens

C. Listen and repeat.

E X A M P L E

(Teacher) Mr. Lee is a lawyer.

(Students) Mr. Lee is a lawyer.

(Teacher) Mr. Lee is a lawyer.

1. They are nurses.
2. We are students.
3. Michael and I are students.
4. Dr. Evans is a dentist.
5. Mrs. Davis is a nurse.

4. General Practice

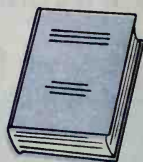
Answer the questions.

E X A M P L E



Is this a book?
Yes, it is a book.

What is this?
It is also a book.
They are books.





1. Is Dr. Evans a dentist?

What is Dr. Harris?



2. Are you a student?

What is Susan?



3. Is Mr. Lee a lawyer?

What is Mrs. Williams?



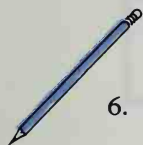
4. Is this a bus?

What is this?



5. Am I a nurse?

What is Mrs. Davis?



6. Is this a pencil?

What is this?



7. Is Mrs. Davis a nurse?

What is Miss Brown?



8. Is Susan a student?

What is Michael?



Lesson 3

1. Reading and Oral Practice

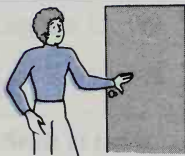
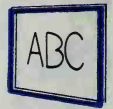
A. Listen and repeat.



This is a book.



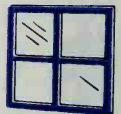
That is a blackboard.



This is a door.



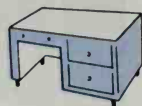
That is a window.



This is a notebook.



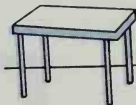
That is a desk.



This is a map.



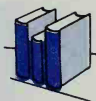
That is a table.



These are blackboards.



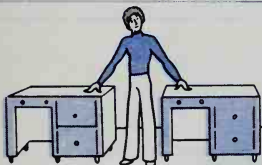
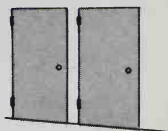
Those are books.



These are windows.



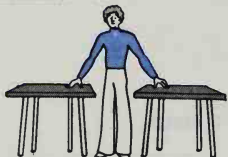
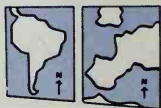
Those are doors.



These are desks.



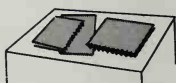
Those are maps.



These are tables.



Those are notebooks.



B. Answer the questions.

E X A M P L E

What is this? *This is a book.*



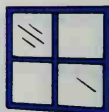
1. What is that?



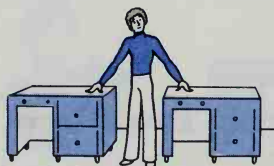
2. What is this?



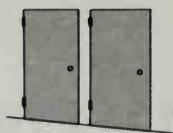
3. What is that?



4. What are these?



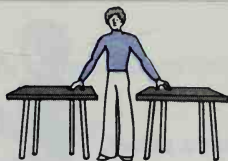
5. What are those?



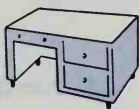
6. What is this?



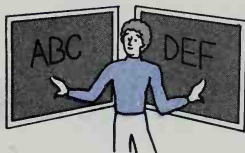
7. What are these?



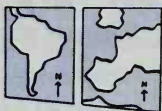
8. What is that?



9. What are these?



10. What are those?



C. Answer the questions.

EXAMPLE

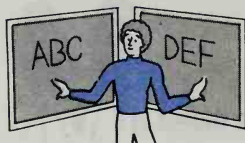
Is this a book? *No, it is not a book. It is a pen.*



1. Is that a pencil?



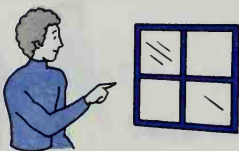
2. Are these maps?



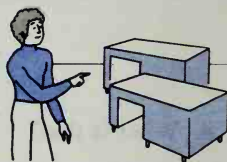
3. Are those windows?



4. Is that a table?



5. Are those doors?



2. Structure and Pattern Practice

Demonstratives. *This* is singular and indicates something close to the speaker. *These* is plural and also indicates something close to the speaker.

That is singular and indicates something farther away from the speaker. *Those* is plural and also indicates something farther away from the speaker.

This, these, that, and those are used both as pronouns and adjectives.

Contractions. In everyday conversation we customarily use the following contracted forms of *to be*:

I'm (I am)
you're (you are)
he's (he is)
she's (she is)
it's (it is)

we're (we are)
you're (you are)
they're (they are)

Other common contractions are:

what's (what is)

that's (that is)

Negative. Remember that *not* is placed after the form of *to be* in the negative.

I'm not

you're not

he's not

she's not

it's not

}

we're not

you're not

they're not

Questions. In questions, the form of *to be* comes before the subject.

Am I.?

Are you.?

Is he.?

Is she.?

Is it.?

}

Are we.?

Are you.?

Are they.?

Exercises

A. Change to the contracted forms.

E X A M P L E

He is a student. *He's a student.*

- | | |
|-----------------------|--------------------------|
| 1. They are windows. | 6. That is a blackboard. |
| 2. She is a doctor. | 7. You are dentists. |
| 3. They are nurses. | 8. I am a typist. |
| 4. You are a teacher. | 9. It is a map. |
| 5. We are lawyers. | 10. What is this? |

B. Change to the negative. Use the contracted forms.

E X A M P L E

He's a teacher. *He's not a teacher.*

- | | |
|----------------------------|---------------------|
| 1. They're maps. | 6. It's a bus. |
| 2. It's a notebook. | 7. She's a typist. |
| 3. They're windows. | 8. You're a nurse. |
| 4. We're lawyers. | 9. You're teachers. |
| 5. He's a college student. | 10. I'm a dentist. |

C. Change to questions.

E X A M P L E

He's a doctor. *Is he a doctor?*

- | | |
|-------------------------|--------------------------|
| 1. It's a table. | 5. We're students. (you) |
| 2. She's a lawyer. | 6. They're nurses. |
| 3. I'm a typist. (you). | 7. He's a dentist. |
| 4. It's a door. | 8. They're desks. |

D. Change to the plural.

E X A M P L E

This is a book. *These are books.*

- | | |
|--------------------------|--------------------|
| 1. That is a blackboard. | 5. That is a desk. |
| 2. That is a pen. | 6. This is a map. |
| 3. This is a door. | 7. That is a bus. |
| 4. That is a window. | 8. This is a bus. |

3. Pronunciation and Intonation Practice

A. Listen and repeat.

E X A M P L E

(Teacher) He's a doctor.

(Students) He's a doctor.

(Teacher) He's a doctor.

1. It's a door.
2. She's a nurse.
3. I'm a student.
4. It's a book.
5. They're typists.

B. Repeat several times.

[i] as the *e* in *he*: she, we, teacher, she's, he's

[ɪ] as the *i* in *is*: this, it, Bill

[z] as the *s* in *is*: he's, she's, pens, doctors

[s] as the *s* in *this*: nurse, books, students, dentists

4. General Practice

Answer the questions. Use the contracted forms.

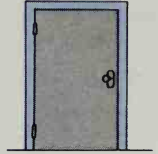
EXAMPLE

Is she a teacher? *No, she's not a teacher.*

What is she? *She's a nurse.*



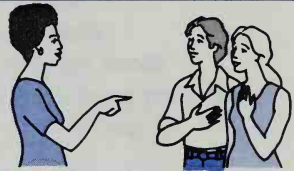
1. Is this a window?
What is it?



2. Is he a lawyer?
What is he?



3. Are you teachers? (we)
What are you? (we)



4. Are they dentists?
What are they?



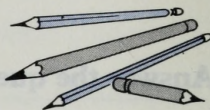
5. Is she a typist?
What is she?



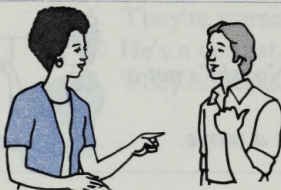
6. Is that a blackboard?
What is it?



7. Are these books?
What are they?



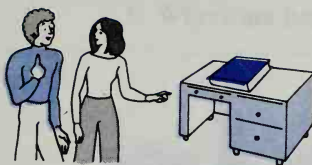
8. Are you a dentist? (I)
What are you? (I)



Lesson 4

1. Reading and Oral Practice

A. Listen and repeat.



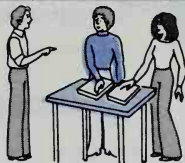
What's that?
It's my book.
Where is your book?
My book is on my desk.



What's this?
It's your book.
Where is my book?
Your book is on your desk.



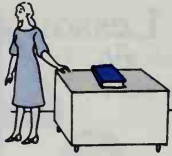
What are those?
They're our books.
Where are your books?
Our books are on the floor.



What are these?
They're your books.
Where are our books?
Your books are on the table.



Who's he?
He's Michael.
What's that?
It's his book.
Where is his book?
His book is on the chair.



Who's she?
She's Susan.
What's that?
It's her book.
Where is her book?
Her book is on her desk.

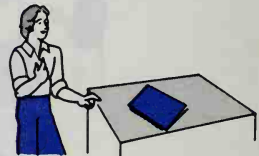


Who are they?
They're Susan and Michael.
What are those?
They're their books.
Where are their books?
Their books are on the floor.

B. Answer the questions.

E X A M P L E

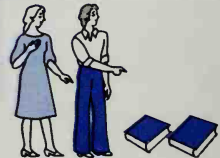
Where is his pen? *His pen is on the table.*



1. Where is your notebook? (my)



2. Where is her pencil?



3. Where are your books? (our)

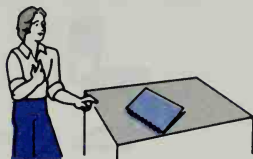


4. Where are his books?

5. Where are their notebooks?



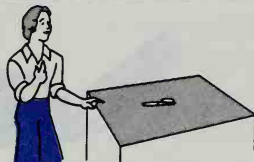
6. Where is my notebook? (your)



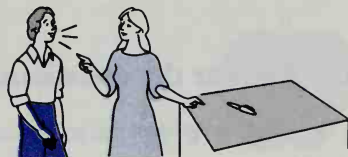
7. Where are her pencils?



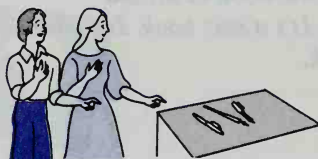
8. Where is your pen? (my)



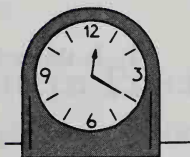
9. Where is my pen? (your)



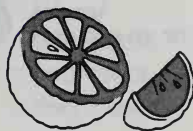
10. Where are our pens? (your)



C. Listen and repeat.



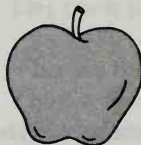
What's this?
It's a clock.



What's this?
It's an orange.



What's this?
It's a map.



What's this?
It's an apple.



What's this?
It's a new car.

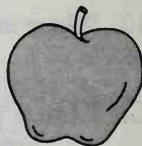
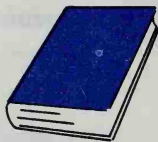


What's this?
It's an old car.

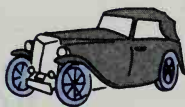
D. Answer the questions.

EXAMPLE

Is this a new book or an old book? *It's a new book. It's not an old book.*



1. Is this an apple or an orange?



2. Is this a new car or an old car?

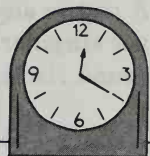
3. Is this a pen or an orange?



4. Is this a new chair or an old chair?



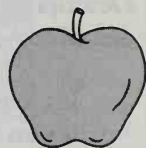
5. Is this a map or a clock?



6. Is this a new pencil or an old pencil?



7. Is this a clock or an apple?



8. Is this a map or a table?



2. Structure and Pattern Practice

The possessive adjectives in English are used before nouns. They are:

Singular

I - my
you - your
he - his
she - her

Plural

we - our
you - your
they - their

They are used before both singular and plural nouns.

My book is on my desk.

My books are on my desk.

Where is a question word that asks for place or location. It is often contracted with *is* to form *where's*.

Where's your book?

It's on my desk.

A and *an* are called indefinite articles. They refer only to words in the singular. *A* is used before words that begin with a consonant sound. *An* is used before words that begin with a vowel sound.

It's a book.

It's an orange.

The is called the definite article. It can be used before either singular or plural nouns.

The book is on the floor. The books are on the floor.

Descriptive adjectives like *new* and *old* come before the nouns they describe. Adjectives have no plural form in English.

It's a new car.

They're new cars.

It's an old book.

They're old books.

Exercises

A. Complete these sentences with the possessive adjective that refers to the subject of the first sentence.

EXAMPLE

Michael is a college student. His book is on the chair.

1. Mrs. Jones is a teacher. Her pen is on the desk.
2. Susan and Michael are college students. They books are on the floor.
3. I'm a teacher. my pencil is on the desk.
4. You're a student. your notebook is on the chair.
5. We're teachers. our books are on the table.
6. Sam Stern is a doctor. His pen is on the floor.

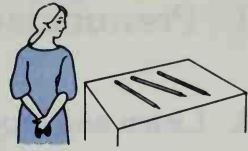
B. Answer the questions.

EXAMPLE

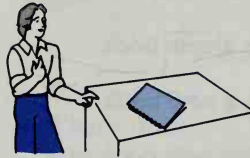
Where is his book? *His book is on the floor.*



1. Where are her pencils?



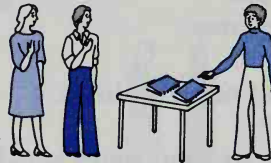
2. Where is your notebook? (my)



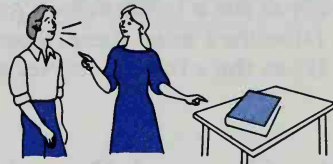
3. Where are their books?



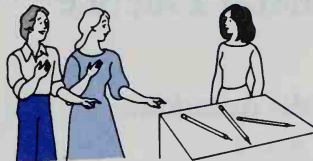
4. Where are our notebooks? (your)



5. Where is my book? (your)



6. Where are your pencils? (our)



C. Add *old* to these sentences and make any other changes that are necessary.

EXAMPLE

It's a table. *It's an old table.*

1. They're chairs.
2. It's a car.
3. It's a chair.
4. They're clocks.
5. It's a notebook.
6. They're books.

3. Pronunciation and Intonation Practice

A. Listen and repeat.

E X A M P L E

(Teacher) It's a new book.

(Students) It's a new book.

(Teacher) It's a new book.

1. It's his book.
2. It's an old chair.
3. It's an old car.
4. It's her pen.
5. It's a new map.

B. Repeat several times.

[æ] as the *a* in *am*: apple, and, blackboard, map, that

[ɔ] as the *o* in *not*: clock, on

[z] as the *s* in *is*: these, those, he's, she's, pens, apples, doctors

[s] as the *s* in *this*: nurse, student, Sam Stern, clocks, Miss

4. General Practice

Answer the questions.

E X A M P L E

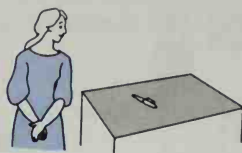
Who's he? *He's Michael.*

What's that? *It's his notebook.*

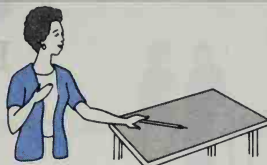
Where is his notebook? *His notebook
is on the floor.*



-
1. Who's she?
What's that?
Where is her pen?



-
2. Who am I?
What's this?
Where is my pencil?



-
3. Who are you?
What's that?
Where is your book?



-
4. Who are they?
What are those?
Where are their books?



-
5. Who are you?
What are those?
Where are your notebooks?



Lesson 5

REVIEW

1. Review of Structure and Pattern Practice

A. Change to the negative. Use the contracted forms.

EXAMPLE

He's a student. *He's not a student.*

- | | |
|----------------------|----------------------|
| 1. It's an orange. | 5. They're teachers. |
| 2. She's a nurse. | 6. You're a lawyer. |
| 3. I'm a doctor. | 7. We're dentists. |
| 4. It's a new clock. | 8. You're typists. |

B. Change to questions.

EXAMPLE

He's a college student. *Is he a college student?*

- | | |
|-------------------------|--------------------------|
| 1. It's a new pen. | 5. We're students. (you) |
| 2. I'm a teacher. (you) | 6. These are oranges. |
| 3. She's a dentist. | 7. It's a new table. |
| 4. That's an old clock. | 8. They're doctors. |

C. Change to the plural. Use the contracted forms.

EXAMPLE

He's a lawyer. *They're lawyers.*

REVIEW

Structure and Pattern Practice

A. Change to the negative. Use the contracted forms.

EXAMPLE

He's a cook. *He's not a cook.*

1. It's an orange.
2. She's a nurse.
3. I'm a doctor.
4. It's a new clock.
5. They're drivers.
6. You're a lawyer.
7. We're cashiers.
8. You're teachers.

B. Change to questions.

EXAMPLE

He's a college student. *Is he a college student?*

1. It's a new pen.
2. I'm a teacher. (you)
3. She's a salesclerk.
4. That's an old clock.
5. We're students. (you)
6. These are oranges.
7. It's a new table.
8. They're doctors.

C. Change to the plural. Use the contracted forms.

EXAMPLE

He's a lawyer. *They're lawyers.*

- | | |
|--------------------|---------------------|
| 1. It's a new car. | 4. She's a nurse. |
| 2. I'm a teacher. | 5. It's an old bus. |
| 3. It's a map. | |

D. Change to the singular. Use the contracted forms.

EXAMPLE

They're lawyers. (he) *He's a lawyer.*

- | | |
|---------------------------|----------------------------|
| 1. They're doctors. (she) | 4. You're students. |
| 2. We're nurses. | 5. They're teachers. (she) |
| 3. They're typists. (he) | |

E. Change to the plural.

EXAMPLE

This is a book. *These are books.*

- | | |
|-------------------------|---------------------------|
| 1. That's a window. | 4. This is a blue pencil. |
| 2. That's an old chair. | 5. That's a clock. |
| 3. This is a red pen. | |

F. Change to the singular.

EXAMPLE

Those are books. *That's a book.*

- | | |
|---------------------------|-----------------------------|
| 1. Those are green buses. | 4. These are brown desks. |
| 2. These are oranges. | 5. Those are yellow tables. |
| 3. Those are apples. | |

G. Complete the sentences with the possessive adjective that refers to the subject of the first sentence.

EXAMPLE

Michael is a college student. His book is on the desk.

1. Sam Stern is a doctor. His pencil is on the desk.
2. I'm a teacher. My books are on the desk.
3. You're a student. Your notebooks are on the floor.
4. We're students. Our pencils are on the desks.
5. Michael and Susan are students. Their books are on the table.
6. Marta is a typist. Her notebook is on the table.
7. Mr. Lee is a lawyer. His book is on the desk.
8. You're nurses. Your pencils are on the table.

H. Add *old* to these sentences and make any other changes that are necessary.

EXAMPLE

It's a notebook. *It's an old notebook.*

1. They're tables.
2. They're pencils.
3. It's a car.
4. She's a cashier.
5. He's a driver.
6. It's a purse.

General Practice

Answer the questions.

EXAMPLE

Is that her book or her purse?

It's her purse. It's not her book.

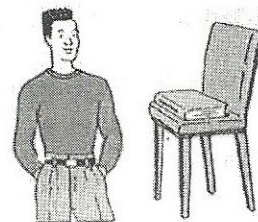
Where is her purse?

It's on the floor.



1. Is that his book or his pen?

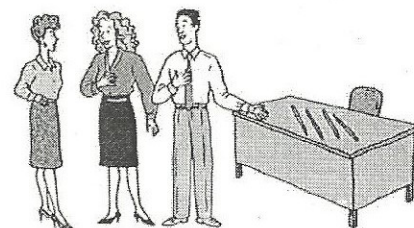
Where is his book?



2. Is that your pen or your pencil? (my)
Where is your pen?



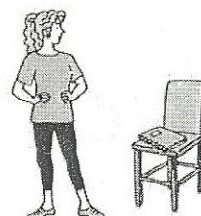
3. Are those your pens or your pencils? (our)
Where are your pencils?



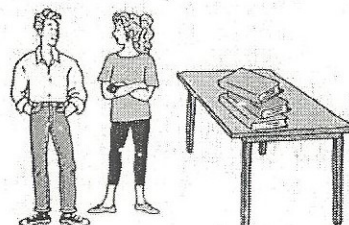
4. Is this my book or my notebook? (your)
Where is my notebook?



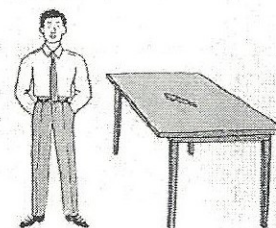
5. Is that her book or her notebook?
Where is her notebook?



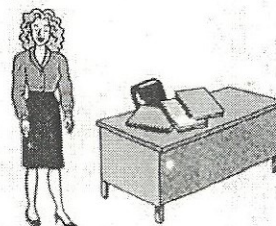
6. Are those their books or their notebooks?
Where are their books?



7. Is that his notebook or his pen?
Where is his pen?



8. Are those her pencils or her notebooks?
Where are her notebooks?



-
5. Who's she?
What is she?
Is that her book or her notebook?
Where is her notebook?

(Mrs. Williams)



-
6. Who are they?
What are they?
Are those their books or their
notebooks?
Where are their books?

(Mrs. Williams)

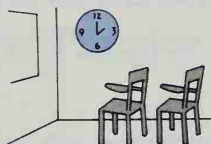
(Mr. Lee)



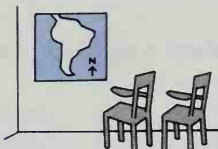
Lesson 6

1. Reading and Oral Practice

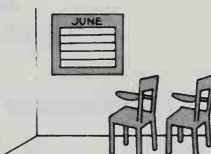
A. Listen and repeat.



Is there a clock in the classroom?
Yes, there's a clock in the classroom.
It's on the wall.



Is there a map in the classroom?
Yes, there's a map in the classroom.
It's on the wall.



Is there a calendar in the classroom?
Yes, there's a calendar in the classroom.
It's on the wall.



Is there a book on my desk?
There are two books on your desk.

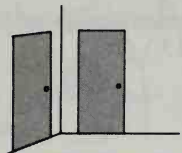


Is there a notebook on your desk?
There are three notebooks on my desk.



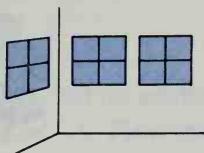
How many pens are there in his pocket?

There's one pen in his pocket.



How many doors are there in the classroom?

There are two doors in the classroom.



How many windows are there in the classroom?

There are three windows in the classroom.



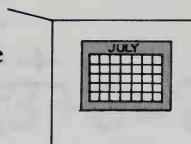
How many students are there in the classroom?

There are four boys and five girls in the classroom.

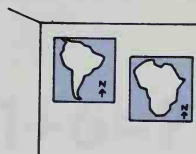
B. Answer the questions.

EXAMPLE

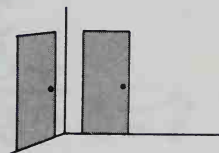
How many calendars are there on the wall? *There's one calendar on the wall.*



1. How many maps are there on the wall?



2. How many doors are there in the classroom?



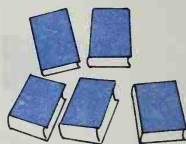
3. How many windows are there in the classroom?



4. How many pencils are there in his pocket?



5. How many books are there on the floor?



C. Listen and repeat.

$$\begin{array}{r} 2 \\ +4 \\ \hline 6 \end{array}$$

How much are two and four?
Two and four are six.

$$\begin{array}{r} 3 \\ +4 \\ \hline 7 \end{array}$$

How much are three and four?
Three and four are seven.

$$\begin{array}{r} 4 \\ +4 \\ \hline 8 \end{array}$$

How much are four and four?
Four and four are eight.

$$\begin{array}{r} 3 \\ +6 \\ \hline 9 \end{array}$$

How much are three and six?
Three and six are nine.

$$\begin{array}{r} 4 \\ +6 \\ \hline 10 \end{array}$$

How much are four and six?
Four and six are ten.

D. Answer the questions.

E X A M P L E

How much are one and one? *One*
and one are two.

$$1+1=?$$

1. How much are two and one? $2+1=?$

2. How much are three and one? $3+1=?$

3. How much are three and two? $3+2=?$

4. How much are three and three? $3+3=?$

5. How much are one and six? $1+6=?$

6. How much are three and four? $3+4=?$

7. How much are three and five? **$3+5=?$**

8. How much are five and four? **$5+4=?$**

9. How much are five and five? **$5+5=?$**

10. How much are four and six? **$4+6=?$**

2. Structure and Pattern Practice

There is (There's) and *There are* are used to introduce expressions with an unidentified noun and a phrase giving location or place. In other words, instead of saying "A clock is on the wall," we say, "There's a clock on the wall." We use *There's* before a singular noun and *There are* before a plural.

There's a calendar on the wall.

There are two maps on the wall.

In questions, *is* and *are* come before *there*.

Is there a calendar on the wall?

Are there two or three maps on the wall?

How many is used to ask questions about number. Note that the plural form is used in the question even when the number in the answer is *one*.

How many books are there on the table?
There's one book on the table.

How much is used in this lesson to ask questions about quantity as in arithmetic questions.

How much are one and two?
One and two are three.

Exercises

A. Complete with *There's* or *There are*.

E X A M P L E

There's a blackboard in the classroom.

1. 7 a notebook on the table.
2. _____ a clock on the wall.
3. _____ six boys in the classroom.
4. _____ nine girls in the classroom.
5. _____ a map on the wall.

B. Change to the plural. Add the number indicated in place of *a* or *an*.

E X A M P L E

There's a book on the table. (3) *There are three books on the table.*

1. There's a girl in the classroom. (6)
2. There's a chair in the classroom. (10)
3. There's a desk in the classroom. (8)
4. There's a boy in the classroom. (9)
5. There's a book on the table. (7)

C. Change to the singular. Substitute *a* or *an* for the number.

E X A M P L E

There are three notebooks on the table. *There's a notebook on the table.*

1. There are ten tables in the classroom.
2. There are four oranges on the floor.
3. There are seven boys in the classroom.
4. There are nine girls in the classroom.
5. There are three old books on my desk.

D. Change to questions. Change my to your.

E X A M P L E

There's a blackboard in the classroom. *Is there a blackboard in the classroom?*

1. There's a clock on my desk.
2. There are three books on the chair.
3. There's a calendar on my desk.
4. There are four apples on the table.
5. There are six notebooks on the floor.

3. Pronunciation and Intonation Practice

A. Repeat several times.

[æ] as the *a* in *that*: classroom, apple, an, am, blackboard, map

[ə] as the *u* in *bus*: one, a, the, much

[ɛ] as the *e* in *ten*: desk, many, seven, pen, pencil, where, there

[ɪ] as the *i* in *it*: is, in, six, it's, Bill, his

B. Listen and repeat.

E X A M P L E

(Teacher) There are two oranges on the table.

(Students) There are two oranges on the table.

(Teacher) There are two oranges on the table.

(Teacher) There's a calendar on the wall.

(Students) There's a calendar on the wall.

(Teacher) There's a calendar on the wall.

1. There's a blackboard in the classroom.
2. There are four apples on the table.
3. There are two boys in the classroom.
4. There are three girls in the classroom.
5. There's a clock on the wall.

4. General Practice

A. Answer the questions.

1. Are there five or six chairs in the classroom?



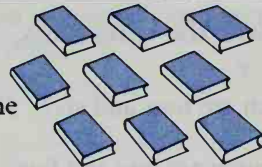
2. Are there six or seven girls in the classroom?



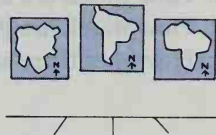
3. Are there four or five boys in the classroom?



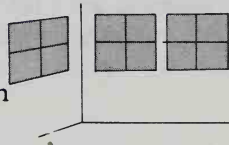
4. Are there nine or ten books on the floor?



5. Are there two or three maps on the wall?



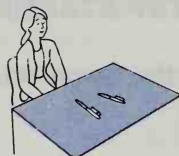
6. Are there three or four windows in the classroom?



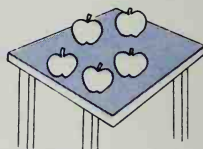
7. Are there three or four pencils in his pocket?



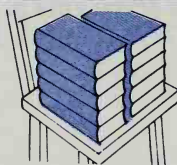
8. Are there two or three pens on her desk?



9. Are there four or five apples on the table?



10. Are there nine or ten books on the chair?



B. Answer the questions.

E X A M P L E

How much are four and six? *Four and six are ten.*

- | | |
|----------------------------------|--------------------------------|
| 1. How much are two and four? | 5. How much are three and two? |
| 2. How much are seven and three? | 6. How much are one and one? |
| 3. How much are eight and two? | 7. How much are four and one? |
| 4. How much are seven and two? | 8. How much are five and four? |

Lesson 7

1. Reading and Oral Practice

A. Listen and repeat.



Do you get up early every morning?
I get up at seven o'clock every morning.



Do you eat breakfast then?
Yes, but first I wash and dress.



Do you eat a big or small breakfast?
I eat a big breakfast.



Do you leave for school then?
I leave for school at eight o'clock.



Do you walk to school or take a bus?
I usually walk to school with my friend Jim.



Do you and Jim arrive at school at nine o'clock?

We usually arrive at school before nine o'clock.



What time is it now?

It's eleven o'clock.

B. Answer the questions.



1. Do you get up early every morning?



2. Do you eat breakfast then?



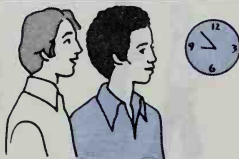
3. Do you eat a big or small breakfast?



4. Do you leave for school then?



5. Do you walk to school or take a bus?



6. Do you and Jim arrive at school at nine o'clock?

7. What time is it now?



C. Listen and repeat.



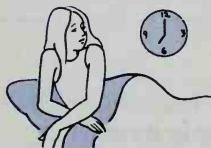
Is Michael a high school or a college student?
He's a college student.



Does he get up early every morning?
He gets up at seven o'clock every morning.



What is Susan?
She's a college student too.



What time does she get up?
She gets up at seven o'clock too.



Does Michael eat a big or small breakfast?
He eats a big breakfast.



Does Susan eat a big breakfast too?
No, she eats a small breakfast.



Does Michael leave for school at eight or nine o'clock?

He leaves for school at eight o'clock.



What time does Susan leave for school?

She leaves for school at eight o'clock too.



Does she take a bus?

No, she usually takes the subway.



What time does she arrive at the college?

She arrives at the college before nine o'clock.



What time does their first class begin?

It begins at nine o'clock.



What time is it now?

It's twelve o'clock.

D. Answer the questions.

1. Is Michael a high school or a college student?



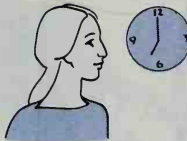
2. Does he get up early every morning?



3. What is Susan?



4. What time does she get up?



5. Does Michael eat a big or small breakfast?



6. Does Susan eat a big breakfast too?



7. Does Michael leave for school at eight or nine o'clock?



8. What time does Susan leave for school?



9. Does she take a bus?



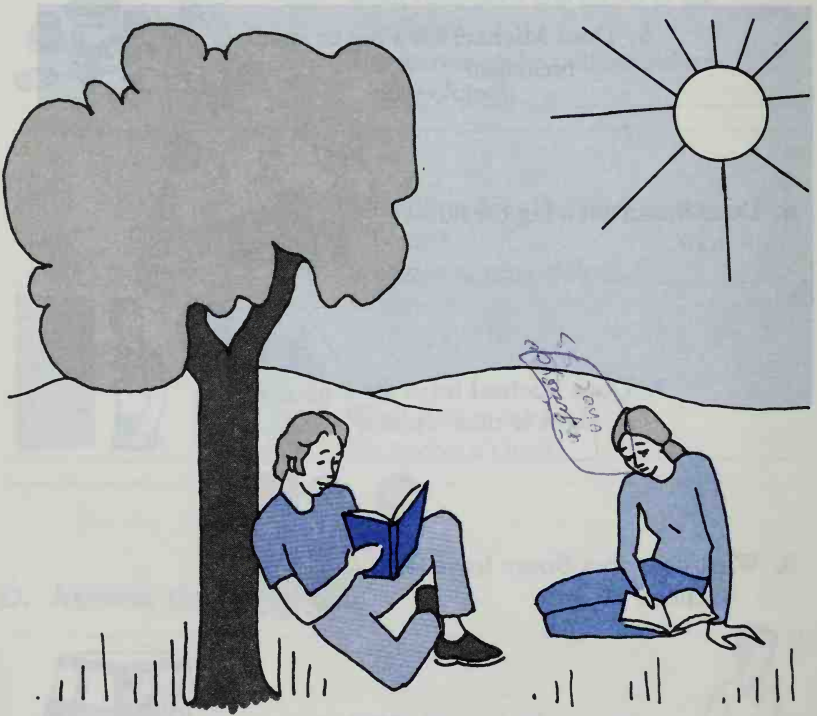
10. What time does she arrive at the college?



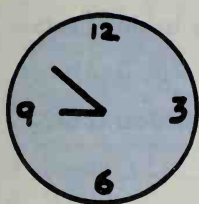
11. What time does their first class begin?



12. What time is it now?



E. Dialogue.



JIM: Good morning, Mike.

MICHAEL: Good morning. How are you?

JIM: I'm fine, thank you. How are you?

MICHAEL: Fine, thanks.

JIM: Are we late?

MICHAEL: No, we're not. It's not nine o'clock yet.

2. Structure and Pattern Practice

The simple present tense of English verbs is formed from the basic (infinitive) form, as follows:

Singular

I leave
you leave
he leaves
she leaves
it leaves



Plural

we leave
you leave

they leave

Note that after *he, she, or it*—the third person singular—*s* or *es* is added to the verb.

walk, walks

leave, leaves

dress, dresses

The simple present tense is used for a customary or habitual action that takes place regularly in present time.

Questions begin with the auxiliary verb *do*. The form *does* is used with *he, she, or it*.

Singular

Do I begin?

Do you begin?

Does he begin?

Does she begin?

Does it begin?

Plural

Do we begin?

Do you begin?

Do they begin?

Note that *it* is used as a subject to substitute for things which are neuter in fact, where *he* is used only for males and *she* only for females. There is, in other words, no grammatical gender in English. *They* is the plural form for all three.

School begins at nine o'clock.

It begins at nine o'clock.

The buses arrive before nine o'clock.

They arrive before nine o'clock.

What time is used to ask about time when the expected answer is in hours and minutes. Note that sentences that give time begin with *it*.

It's eleven o'clock now.

Good morning is the usual greeting until twelve o'clock noon. *How are you?* is the customary question to ask about someone's health, and *I'm fine* is one of the customary answers. These greetings are usually very brief in English.

Thank you is used to express gratitude. (*Thanks* is the short form.) *You're (you are) welcome* is the response.

Mike is the nickname or shortened form of *Michael*.

Exercises

A. Complete the sentences with the correct form of the verb indicated.

E X A M P L E

Mike gets (get) up at seven o'clock every morning.

1. You _____ (leave) for school at eight o'clock.
2. I _____ (get) up at seven o'clock every morning too.
3. Susan _____ (get) up at seven o'clock too.
4. We _____ (walk) to school every morning.
5. My friend _____ (take) the subway to college.
6. I _____ (wash) first and then I _____ (dress).
7. Mike _____ (eat) a big breakfast.
8. The bus _____ (arrive) before nine o'clock.
9. The boys _____ (leave) before nine o'clock.
10. School _____ (begin) at nine o'clock.

B. Substitute *he* for *I* in these sentences.

E X A M P L E

I get up at seven o'clock every morning. *He gets up at seven o'clock every morning.*

- | | |
|---------------------------|---|
| 1. I wash first. | 4. I walk to school. |
| 2. Then I dress. | 5. I leave for school at eight o'clock. |
| 3. I eat a big breakfast. | |

C. Substitute *she* for *you* in these sentences.

E X A M P L E

You get up at six o'clock every morning. *She gets up at six o'clock every morning.*

1. You take the bus to school.
2. You leave for school at seven o'clock.
3. You arrive at school before eight o'clock.
4. You begin school at eight o'clock.
5. You eat a small breakfast.

D. Change to questions.

E X A M P L E

I get up at seven o'clock every morning. (you) *Do you get up at seven o'clock every morning?*

1. He eats a big breakfast.
2. She eats a small breakfast.
3. Mike walks to school with his friend Jim.
4. They arrive at the college before nine o'clock.
5. The bus arrives at school before nine o'clock.
6. We take the subway to school. (you)
7. The buses leave for the college at eight o'clock.
8. Susan gets up before seven o'clock.
9. I eat a big breakfast. (you)
10. His first class begins at nine o'clock.

3. Pronunciation and Intonation Practice

A. The *s* ending of verbs has three different pronunciations, like the plural form of nouns.

Repeat several times.

[s]

walks

takes

eats

gets

thanks

[z]

begins

leaves

arrives

[əz]

washes

dressess

B. Repeat several times.

[ð] as the *th* in *the*: then, they, there, that, this, these, those

[ə] as the *th* in *thank*: three

[e] as the *a* in *late*: table, eight, they, subway

[aɪ] as the *i* in *time*: typist, five, arrive, I'm, my, nine

[ɛ] as the *e* in *ten*: then, seven, eleven, twelve, there, where

C. Listen and repeat.

E X A M P L E

(Teacher) What time do you get up?

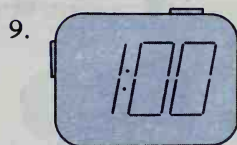
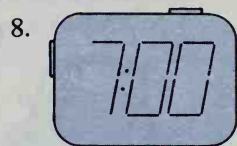
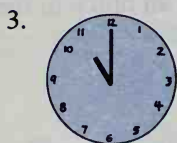
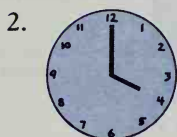
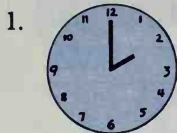
(Students) What time do you get up?

(Teacher) What time do you get up?

1. What time is it now?
2. What time do you eat breakfast?
3. What time do you leave for school?
4. What time do you arrive?
5. What time does school begin?

4. General Practice

Answer the question "What time is it?"



Lesson 8

1. Reading and Oral Practice

A. Listen and repeat.



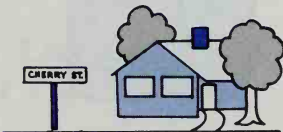
What's that young man's name?
His name is Richard Johnson. We call him Dick.



What does he do every day?
He works in an office in the city.



How does he go to work?
He goes to work by car.



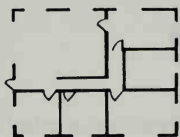
Where does he live?
He lives on Cherry Street.



Does he live alone or with his family?
He lives with his family.



How many people are there in his family?
There are four people in his family.



How many rooms does their house have?
It has six rooms.



What does Dick's father do?
He's a businessman. He works in the city.



What does Dick's mother do?
She's a nurse. She works in a hospital.



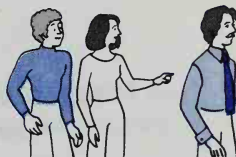
Does Dick have a brother?
No, he has a sister.



What's his sister's name?
Her name is Linda. She's a chemistry student.

B. Answer the questions.

1. What's that young man's name?



2. What's your name?

3. What does Dick Johnson do every day?

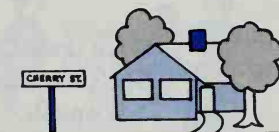


4. What do you do every day?

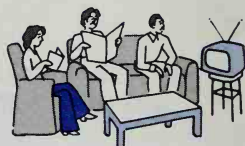
5. How does he go to work?



6. Where does he live?



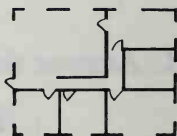
7. Does he live alone or with his family?



8. How many people are there in his family?



9. How many rooms does their house have?



10. What does Dick's father do?



11. What does Dick's mother do?



12. Does Dick have a brother?



13. What's his sister's name?



C. Listen and repeat.

$$\begin{array}{r} 8 \\ + 3 \\ \hline 11 \end{array}$$

How much are eight and three?
Eight and three are eleven.

$$\begin{array}{r} 8 \\ + 4 \\ \hline 12 \end{array}$$

How much are eight and four?
Eight and four are twelve.

$$\begin{array}{r} 9 \\ + 4 \\ \hline 13 \end{array}$$

How much are nine and four?
Nine and four are thirteen.

$$\begin{array}{r} 10 \\ + 4 \\ \hline 14 \end{array}$$

How much are ten and four?
Ten and four are fourteen.

$$\begin{array}{r} 8 \\ + 7 \\ \hline 15 \end{array}$$

How much are eight and seven?
Eight and seven are fifteen.

$$\begin{array}{r} 8 \\ +8 \\ \hline 16 \end{array}$$

How much are eight and eight?
Eight and eight are sixteen.

$$\begin{array}{r} 8 \\ +9 \\ \hline 17 \end{array}$$

How much are eight and nine?
Eight and nine are seventeen.

$$\begin{array}{r} 8 \\ +10 \\ \hline 18 \end{array}$$

How much are eight and ten?
Eight and ten are eighteen.

$$\begin{array}{r} 8 \\ +11 \\ \hline 19 \end{array}$$

How much are eight and eleven?
Eight and eleven are nineteen.

$$\begin{array}{r} 10 \\ +10 \\ \hline 20 \end{array}$$

How much are ten and ten?
Ten and ten are twenty.

D. Answer the questions.

1. How much are nine and two? **$9+2=?$**

2. How much are nine and three? **$9+3=?$**

3. How much are six and seven? **$6+7=?$**

4. How much are seven and seven? **$7+7=?$**

5. How much are five and ten? **$5+10=?$**

6. How much are seven and nine? **$7+9=?$**

7. How much are seven and ten? **$7+10=?$**

8. How much are nine and nine? **$9+9=?$**

9. How much are nine and ten? **$9+10=?$**

10. How much are nine and eleven? **$9+11=?$**

E. Dialogue.



PROFESSOR ELLIS: Good afternoon, Jim.

JIM: Good afternoon, Professor Ellis. How are you today?

PROFESSOR ELLIS: Very well, thanks. How are you?

JIM: I'm fine, thank you.

PROFESSOR ELLIS: What's that young man's name?

JIM: His name is Dick Johnson.

PROFESSOR ELLIS: What does he do?

JIM: He works in an office in the city.

PROFESSOR ELLIS: Where does he live?

JIM: He lives on Cherry Street.

2. Structure and Pattern Practice

Note the *s* form of these verbs:

to have - has to do - does to go - goes

I *have* a sister. He *has* a brother.

I *do* my work. He *does* his work.

I *go* to college. She *goes* to college too.

Brothers is always masculine in English, and *sisters* is always feminine.

Note the word *people*. It is plural in English, and is used with plural verb forms.

Man and *businessman* have irregular plurals—*men* and *businessmen*.

The possessive form of singular nouns is formed by adding 's to the noun.

boy - boy's

girl - girl's

Dick - Dick's

Ann - Ann's

Questions that begin with question words have the same order as questions that ask for a *yes-or-no* answer—that is, the auxiliary *do* or *does* comes before the subject.

Where does he live?

What time does your first class begin?

What time do they arrive at school?

What does he do? is another way of asking for a person's occupation.

What does Mrs. Johnson do?

She is a nurse.

Good afternoon is the customary formal greeting from twelve o'clock noon to about five o'clock in the afternoon. *Hello* is the informal greeting that is used at any time. *Very well* is another customary answer to the question *How are you?*

Exercises

A. Complete each sentence with the correct possessive form of the noun in parentheses.

E X A M P L E

Mike's house is very small. (Mike)

1. _____ house is small too. (Dick)
2. _____ books are on the floor. (Jim)
3. The _____ pen is on her desk. (teacher)
4. The _____ car is in the city. (businessman)
5. _____ house is very small. (Mrs. Johnson)

B. Substitute *she* for *I* in these sentences.

EXAMPLE

I leave for school at eight o'clock. *She leaves for school at eight o'clock.*

1. I work in the city.
2. I live on this street.
3. I have a big house.
4. I go to college.
5. I have a brother.

C. Substitute *they* for *he* in these sentences.

EXAMPLE

He lives on this street. *They live on this street.*

1. He leaves for school at eight o'clock.
2. He arrives at school before nine o'clock.
3. He takes the subway to work.
4. He works in an office in the city.
5. He has two sisters.

D. Change to questions.

EXAMPLE

He lives on this street. *Does he live on this street?*

1. He lives alone.
2. They go to a big college.
3. I go to a college in the city. (you)
4. We have our first class at ten o'clock. (you)
5. The bus leaves before eight o'clock.
6. She lives in a big house.
7. She has two brothers.
8. He has one sister.
9. I work in an office in the city. (you)
10. I have a pen in my pocket. (you)

E. Change to questions beginning with the question words indicated.

EXAMPLE

The bus leaves at eight o'clock. (what time) *What time does the bus leave?*

1. I work in an office. (where) (you)
2. He works in the city. (where)

3. I have two brothers. (how many) (you)
4. She lives on this street. (where)
5. His first class begins at nine o'clock. (what time)
6. We get up at six o'clock. (what time) (you)
7. They leave for school at eight o'clock. (what time)
8. She has three sisters. (how many)
9. This house has eight rooms. (how many)
10. I eat breakfast at seven o'clock. (what time) (you)

3. Pronunciation and Intonation Practice

A. The possessive ending for singular nouns also has three different pronunciations, like the plural form of nouns and the s form of verbs. Repeat several times.

[s]	[z]	[əz]
Dick's	Jim's	nurse's
dentist's	boy's	Mrs. Jones's
student's	girl's	Dr. Harris's
	Sam Stern's	

B. Repeat several times.

- [o] as the *o* in *no*: old, notebook, go, those, window
 [u] as the *oo* in *school*: student, you, your, who, classroom
 [ʊ] as the *oo* in *book*: good, notebook
 [tʃ] as the *ch* in *much*: chair, teacher
 [ʃ] as the *sh* in *wash*: she, she's

C. Listen and repeat.

E X A M P L E

(Teacher) That's Mike's book on the table.

(Students) That's Mike's book on the table.

(Teacher) That's Mike's book on the table.

1. Those are your notebooks on the floor.
2. That's Dick's book on the floor.
3. That's my book on the chair.
4. That's your pen on the desk.
5. That's Susan's pencil on the desk.

4. General Practice

Answer the questions.

E X A M P L E

How much are four and seven? *Four and seven are eleven.*

1. How much are five and six?
2. How much are four and eight?
3. How much are nine and seven?
4. How much are six and nine?
5. How much are five and eight?
6. How much are six and eight?
7. How much are six and fourteen?
8. How much are five and thirteen?
9. How much are five and fourteen?
10. How much are seven and ten?

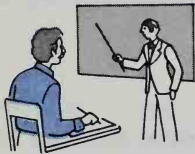
Lesson 9

1. Reading and Oral Practice

A. Listen and repeat.



What time does Dick get home from work?
He gets home at ten o'clock at night.



Why does he get home so late?
Because he attends night school after work.



Why does he attend night school?
Because he doesn't like his job.



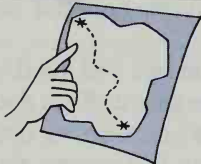
What is his job?
He's the mail clerk in his office.



What does he study at night school?
He studies computer programming.
He also studies accounting.



Does he like both his subjects?
He likes computer programming.
He doesn't like accounting.



Does he live near his school?
No, he doesn't live near his school.
He lives a long way from his school.



Does he take a bus home after school?
No, he doesn't take a bus home after school. He drives home.



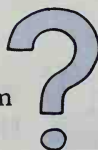
Does he have a new car?
No, he doesn't have a new car.
He has an old car.

B. Answer the questions.

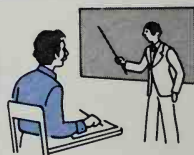


1. What time does Dick get home from work?

2. What time do you get home from school?



3. Why does Dick get home so late?





4. Why does he attend night school?



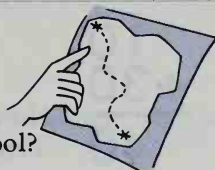
5. What is his job?



6. What does he study at night school?



7. Does he like both his subjects?



8. Does he live near his school?



9. Do you live near your school?



10. Does Dick take a bus home after school?



11. Do you take a bus home after school?

12. Does he have a new car?



✓ C. Listen and repeat.

$$\begin{array}{r} 10 \\ +20 \\ \hline 30 \end{array}$$

How much are ten and twenty?

Ten and twenty are thirty.

How do you count from twenty-one to thirty?

Twenty-one, twenty-two, twenty-three, twenty-four, twenty-five, twenty-six, twenty-seven, twenty-eight, twenty-nine, thirty.

$$\begin{array}{r} 11 \\ +20 \\ \hline 31 \end{array}$$

How much are eleven and twenty?

Eleven and twenty are thirty-one.

$$\begin{array}{r} 10 \\ +30 \\ \hline 40 \end{array}$$

How much are ten and thirty?

Ten and thirty are forty.

$$\begin{array}{r} 10 \\ +40 \\ \hline 50 \end{array}$$

How much are ten and forty?

Ten and forty are fifty.

$$\begin{array}{r} 10 \\ +50 \\ \hline 60 \end{array}$$

How much are ten and fifty?

Ten and fifty are sixty.

$$\begin{array}{r} 10 \\ +60 \\ \hline 70 \end{array}$$

How much are ten and sixty?

Ten and sixty are seventy.

$$\begin{array}{r} 10 \\ +70 \\ \hline 80 \end{array}$$

How much are ten and seventy?
Ten and seventy are eighty.

$$\begin{array}{r} 10 \\ +80 \\ \hline 90 \end{array}$$

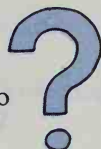
How much are ten and eighty?
Ten and eighty are ninety.

$$\begin{array}{r} 10 \\ +90 \\ \hline 100 \end{array}$$

How much are ten and ninety?
Ten and ninety are one hundred.

Monday
D. Answer the questions.

1. How do you count from twenty-one to thirty?



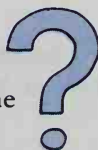
2. How much are eleven and twenty?

$$11 + 20 = ?$$

3. How much are ten and thirty?

$$10 + 30 = ?$$

4. How do you count from thirty-one to forty?



5. How much are ten and forty? **$10 + 40 = ?$**

6. How much are ten and fifty? **$10 + 50 = ?$**

7. How much are ten and sixty? **$10 + 60 = ?$**

8. How much are ten and seventy? **$10 + 70 = ?$**

9. How much are ten and eighty? **$10 + 80 = ?$**

10. How do you count from ninety-one
to one hundred?



E. Dialogue.



JIM: Good evening, Professor Ellis.

PROFESSOR ELLIS: Good evening, Jim. How are you this evening?

JIM: I'm okay. How are you?

PROFESSOR ELLIS: All right, thanks.

JIM: What time does your class begin?

PROFESSOR ELLIS: It begins at seven o'clock.

JIM: Then we're not late yet.

PROFESSOR ELLIS: No, not yet. The bus usually arrives early.

JIM: That's good. I don't like to hurry.

PROFESSOR ELLIS: And I don't like to be late.

2. Structure and Pattern Practice

The negative of the present tense is formed with *don't* (*do not*) and *doesn't* (*does not*) plus the basic form of the verb.

I don't begin	}	we don't begin
you don't begin		you don't begin
he doesn't begin		
she doesn't begin		they don't begin
it doesn't begin		

Please note carefully that the basic form of the verb—without *s*—is used after both *don't* and *doesn't*.

The contracted forms are almost always used both in conversation and writing.

The verb *to like* is used in English the same as any other verb. The subject is usually a person, and the object is the person, place, or thing which is liked.

Dick likes computer programming.

He doesn't like accounting.

Ann likes her teacher.

The object of *to like* can be an infinitive.

He likes to study.

He doesn't like to walk to work.

Note the *s*-form of the verb *to study* and other verbs that end with consonant-*y*.

study, studies

hurry, hurries

Good evening is the customary formal greeting from about five o'clock in the afternoon until bedtime. *Okay* and *all right* are additional customary answers to *How are you?* Both are more colloquial than *very well* or *fine*.

Exercises

A. Change to the negative.

E X A M P L E

He likes to study. *He doesn't like to study.*

1. She likes accounting.
2. We attend school every day.

3. I live near the school.
4. They live in a big house.
5. He drives to the city every morning.
6. Night school begins at seven o'clock.
7. You have a brother.
8. They study computer programming.
9. She gets up at six o'clock every morning.
10. I hurry to work.

B. Substitute *he* for *I* in these sentences.

E X A M P L E

I don't like to study. *He doesn't like to study.*

1. I don't attend class every day.
2. I don't eat a big breakfast.
3. I don't hurry to work.
4. I don't study English.
5. I don't have a sister.

C. Substitute *you* for *she* in these sentences.

E X A M P L E

She doesn't like computer programming. *You don't like computer programming.*

1. She doesn't like apples.
2. She doesn't eat a big breakfast.
3. She doesn't have a big family.
4. She doesn't live on this street.
5. She doesn't like the class.

3. Pronunciation and Intonation Practice

A. Repeat several times.

[p] as the *p* in *pen*: pencil, apple, typist, map, pocket

[b] as the *b* in *be*: before, Bill, begin, breakfast, bus, book

[t] as the *t* in *ten*: teacher, typist, it, that, table, too, take

[d] as the *d* in *do*: dentist, does, doctor, don't, day, door, desk

[h] as the *h* in *he*: have, has, high, house, he's, his, her, how

[f] as the *f* in *four*: five, floor, from, fine, first, family, father

B. Listen and repeat.

E X A M P L E

(Teacher) Does he like to study?

(Students) Does he like to study?

(Teacher) Does he like to study?

(Teacher) No, he doesn't like to study.

(Students) No, he doesn't like to study.

(Teacher) No, he doesn't like to study.

1. Does she like accounting?
2. No, she doesn't like accounting.
3. Do you walk to school?
4. No, I don't walk to school.
5. Does he work in the city?
6. No, he doesn't work in the city.
7. Does she attend high school?
8. No, she doesn't attend high school.
9. Do they arrive early?
10. No, they don't arrive early.

4. General Practice

Answer the questions.

E X A M P L E

How much are ten and fifteen? *Ten and fifteen are twenty-five.*

1. How much are thirty-three and fifty?
2. How much are eleven and thirty?
3. How much are seventeen and forty?
4. How much are eight and fifty?
5. How much are twenty-two and thirty-two?
6. How much are six and thirty?
7. How much are thirteen and fifty?
8. How much are fourteen and sixty?
9. How much are forty-nine and fifty?
10. How much are fifty and fifty?

Lesson 10

REVIEW

1. Review of Structure and Pattern Practice

A. Change to the plural. Add the number indicated in place of *a* or *an*.

E X A M P L E

There's a book on the floor. (5) *There are five books on the floor.*

1. There's a girl in the classroom. (16)
2. There's a room in the house. (6)
3. There's a classroom in the school. (12)
4. There's a boy in the classroom. (14)
5. There's a desk in the classroom. (42)

B. Change to the singular. Substitute *a* or *an* for the number.

E X A M P L E

There are five books on the floor. *There's a book on the floor.*

1. There are two calendars on the desk.
2. There are four old houses on this street.
3. There are three tables in the room.
4. There are two old chairs in the room.
5. There are seven oranges on the floor.

C. Change to questions. Change *my* to *your*.

E X A M P L E

There is a book on my desk. *Is there a book on your desk?*

-
1. There are five boys in the classroom.
 2. There are two calendars on the wall.
 3. There are eight rooms in my house.
 4. There's a map on the wall.
 5. There's a calendar on my desk.

D. Substitute *she* for *you* in these sentences.

E X A M P L E

You get up at seven o'clock. *She gets up at seven o'clock.*

1. First you wash.
2. Then you dress.
3. You eat a big breakfast.
4. You leave for work at eight o'clock.
5. You take the subway to your office.

E. Substitute *they* for *he* in these sentences.

E X A M P L E

He gets up at seven o'clock. *They get up at seven o'clock.*

1. He likes to study at night.
2. He attends night school.
3. He drives an old car.
4. He studies computer programming.
5. He hurries to work every morning.

F. Change to questions.

E X A M P L E

He gets up at seven o'clock. *Does he get up at seven o'clock?*

1. She lives on this street.
2. The bus arrives before nine o'clock.
3. They attend a big college.
4. We go home by subway. (you)
5. They go to work by car.
6. She lives in the city.
7. He works in the city.
8. He leaves home at nine o'clock.
9. I take a bus to work. (you)
10. The boys like to study in the afternoon.

G. Change to questions beginning with the question word indicated.

EXAMPLE

He gets up at seven o'clock. (what time) *What time does he get up?*

1. She takes the subway to work. (where)
2. She lives in the city. (where)
3. I have four brothers. (how many) (you)
4. His first class begins at nine o'clock. (what time)
5. We work in an office. (where) (you)
6. She has two sisters. (how many)
7. The buses leave at eight o'clock. (what time)
8. His father works in an office. (where)
9. They arrive at school at nine o'clock. (what time)
10. Their house has seven rooms. (how many)

H. Change to the negative.

EXAMPLE

They attend a big college. *They don't attend a big college.*

1. She leaves the office at five o'clock.
2. I live in the city.
3. She leaves for work at seven o'clock.
4. The buses arrive late.
5. We study in this classroom.
6. She has a brother.
7. They live in a big house.
8. We drive to the city every day.
9. I study computer programming at night.
10. He likes to eat a big breakfast.

I. Complete each sentence with the correct possessive form of the noun in parentheses.

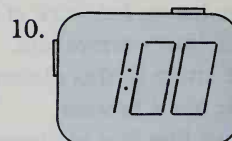
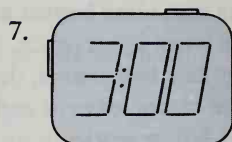
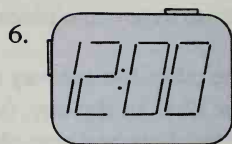
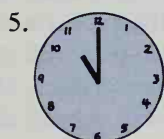
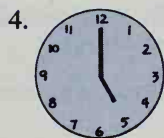
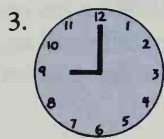
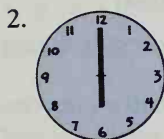
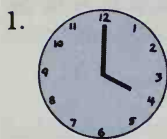
EXAMPLE

Mike's house is very big. (Mike)

1. His _____ pencils are on her desk. (sister)
2. _____ notebooks are in her room. (Ann)
3. _____ sister is in college. (Dick)
4. My _____ books are on the floor. (brother)
5. _____ house is on this street. (Mrs. Davis)

2. General Practice

A. Answer the question "What time is it?"



B. Answer the questions.

EXAMPLE

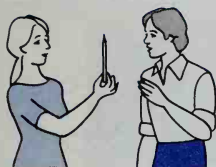
How much are five and three? *Five and three are eight.*

1. How much are forty and fifty?
2. How much are six and six?
3. How much are nine and eight?
4. How much are fifteen and seventeen?
5. How much are fourteen and nine?
6. How much are twenty and thirty?
7. How much are twenty-eight and thirty?
8. How much are thirty and forty?
9. How much are forty and forty-seven?
10. How much are thirty and seventy?

Lesson 11

1. Reading and Oral Practice

A. Listen and repeat.



Give him a pencil.
Don't give him a pen.
Why does he want a pencil?
He wants to copy the sentences.



Give her a pen.
Don't give her a pencil.
Why does she want a pen?
She wants to write a letter.



Give them the books.
Don't give them the notebooks.
Why do they want the books?
They want to read the lesson.



What do you want?
Please give me a notebook.
Why do you want a notebook?
I want to copy the new words.



What do you want?
Please give us the package.
Why do you want the package?
We want to open it.

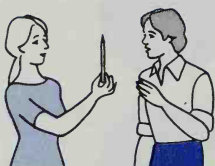




What do you want?
Please give us the letters.
Why do you want the letters?
We want to read them.



B. Complete the statements and answer the questions.



1. (Give him)_____.
(Don't give)_____.
Why does he want a pencil?



2. (Give her)_____.
(Don't give)_____.
Why does she want a pen?



3. (Give them)_____.
(Don't give)_____.
Why do they want the books?



4. What do you want?
(Please)_____.
Why do you want a notebook?



5. What do you want?
(Please)_____.
Why do you want the package?



6. What do you want?
(Please)_____.
Why do you want the letters?



C. Listen and repeat.

S	M	T	W	Th	F	S
	1	2	3	4	5	6
X	X	X	X	X	X	X
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

There are seven days in a week.

S	M	T	W	Th	F	S
		X	2	3	4	5
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Monday is the first workday in the week.

S	M	T	W	Th	F	S
	1	X	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Tuesday follows Monday.

S	M	T	W	Th	F	S
	1	2	X	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Wednesday comes after Tuesday.

S	M	T	W	Th	F	S
	1	2	3	X	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Thursday is the day after Wednesday.

S	M	T	W	Th	F	S
	1	2	3	4	X	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Friday is the last workday in the week.

S	M	T	W	Th	F	S
	1	2	3	4	5	X
X	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Saturday and Sunday are the weekend.



People usually don't work on the weekend. They usually stay home and rest.

D. Answer the questions.

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

1. How many days are there in a week?

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

2. What's the first workday in the week?

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

3. What day follows Monday?

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

4. What day comes after Tuesday?

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

5. What's the day after Wednesday?

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

6. What's the last workday in the week?

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

7. What days are the weekend?



8. Do people usually work on the weekend?

E. Dialogue.



DICK: Hello, Tom.

TOM: Hello, Dick. How are you?

DICK: I'm tired.

TOM: Why are you tired?

DICK: Too much work and too much school.

TOM: When do you go to school?

DICK: I go to school at night.

TOM: What do you study?

DICK: I study computer programming.

TOM: Why do you want to study that?

DICK: I want to get a good job.

TOM: I want to get a good job too.

DICK: Come to my school!

TOM: Thanks. That's a good idea. Goodbye.

DICK: Goodbye.

2. Structure and Pattern Practice

Imperative. The imperative in English uses the basic form of the verb without any subject. The subject *you*, either singular or plural, is understood. Negative commands begin with *don't*, followed by the basic form of the verb.

Open the package now.

Don't open the package now.

Polite commands, or requests, are usually introduced by *Please*.

Please give me a pencil.

Object Pronouns. The object pronouns in English follow verbs or prepositions (*to, at, on, in*, etc.).

Subject pronouns

I
you
we
he
she
it
they

Object pronouns

me
you
us
him
her
it
them

The verb *to want* can be followed either by a noun or an infinitive.

I want a pencil.

I want to write a letter.

Hello is a familiar greeting that can be used at any time of the day or night.

Too in this dialogue has the meaning of *in excess* rather than *also* as it has been used previously.

When is a question word that asks about time.

When do you go to school?

I go to school in the morning.

Goodbye is the customary leave-taking in English. It can be used at any time of the day or night.

Exercises

A. Change these sentences to commands.

E X A M P L E

He walks to school. *Walk to school.*

- | | |
|-------------------------------|----------------------------|
| 1. I drive to the city. | 4. They write the letters. |
| 2. They eat a big breakfast. | 5. He opens the packages. |
| 3. She takes the bus to work. | |

B. Change these sentences to negative commands.

E X A M P L E

She doesn't take the bus to work. *Don't take the bus to work.*

- | | |
|------------------------------------|----------------------------------|
| 1. He doesn't read the letters. | 4. They don't read the lesson. |
| 2. They don't copy the new words. | 5. She doesn't study accounting. |
| 3. He doesn't write the sentences. | |

C. Change these sentences to requests (polite commands).

E X A M P L E

He drives the car to the city. *Please drive the car to the city.*

1. They hurry to class.
2. They copy the new words.
3. She writes the sentences on the blackboard.
4. She reads the days of the week.
5. He gives me the mail.

D. Substitute the object pronoun for the italicized object in each sentence.

E X A M P L E

I take *the bus* to work. *I take it to work.*

1. She drives *her father* to his office.
2. I walk to school with *Jim*.
3. She writes *the new words* on the blackboard.
4. Give *Susan* a pencil.
5. I want *the pen* now.
6. I walk to school with *Mike and Susan*.
7. I study *the lesson* every evening.
8. Give *the boys* their books.

9. He drives *his car* to work.
10. He drives *his mother* to work.

3. Pronunciation and Intonation Practice

A. Repeat several times.

[dz] as the *j* in *John*: Jim, orange, package, job

[s] as the *s* in *this*: Miss, Sam, clocks, maps, wants, sentence

[z] as the *z* in *is*: his, he's, she's, pens, goes, does, reads, copies

[ʃ] as the *sh* in *she*: she's, wash, English

[tʃ] as the *ch* in *much*: chair, teacher, lecture

B. Listen and repeat.

E X A M P L E

(Teacher) Give him a pencil.

(Students) Give him a pencil.

(Teacher) Give him a pencil.

(Teacher) Don't give him a pen.

(Students) Don't give him a pen.

(Teacher) Don't give him a pen.

1. Count from twenty to thirty.
2. Don't count from one to twenty.
3. Open the package.
4. Don't open the letters.
5. Study computer programming.
6. Don't study accounting.
7. Copy the new words.
8. Don't copy the sentences.
9. Read Lesson Four.
10. Don't read Lesson Five.

4. General Practice

Answer the questions.

E X A M P L E

What day do they begin the new lesson?
They begin the new lesson on Monday.

S	M	T	W	Th	F	S
		2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

1. What days does Dick work in the office?

S	M	T	W	Th	F	S
						6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

2. What days of the week does Dick go to night school?

S	M	T	W	Th	F	S
					5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

3. What days does Dick study computer programming?

S	M	T	W	Th	F	S
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

4. What days does Dick study accounting?

S	M	T	W	Th	F	S
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

5. What days does Dick study English?

S	M	T	W	Th	F	S
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

6. What days does Dick stay home and rest?

S	M	T	W	Th	F	S
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

7. What day of the week does Susan have an early class?

S	M	T	W	Th	F	S
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

8. What days of the week does Ann study Spanish?

S	M	T	W	Th	F	S
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

9. What day of the week do the college students attend a lecture?

S	M	T	W	Th	F	S
	1	2	3	4	5	X
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

10. What day of the week don't the medical students have classes?

S	M	T	W	Th	F	S
X	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Lesson 12

1. Reading and Oral Practice

A. Listen and repeat.



What did Mike do yesterday?
He attended his classes.



Is Mike a high school or a college student?
He's a college student.



What time did his first class start?
It started at a quarter after nine.



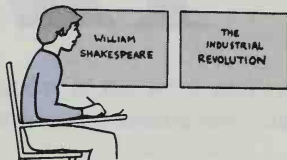
What time did the class end?
It ended at five after ten.



What time did his second class end?
It ended at noon.



What did Mike study yesterday morning?
He studied Spanish.



Did he attend classes in the afternoon too?
Yes, he attended classes in English literature and history.



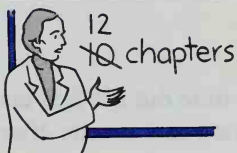
Why did Mike want to talk to his history professor?
He wanted to ask him about the homework.



Did the professor assign much homework?
Yes, he assigned a great deal of homework.

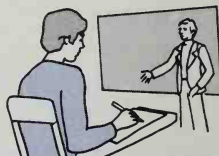


Did Mike finish all of the homework?
No, he didn't finish all of it. He only finished half of it.



Did Mike's professor excuse him?
No, he didn't excuse him. He assigned him extra homework.

B. Answer the questions.



1. What did Mike do yesterday?

2. Is Mike a high school or a college student?



3. What time did his first class start?



4. What time did the class end?



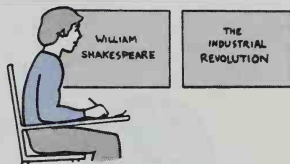
5. What time did his second class end?



6. What did Mike study yesterday morning?



7. Did he attend classes in the afternoon too?



8. Why did Mike want to talk to his history professor?



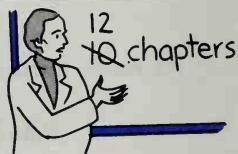
9. Did the professor assign much homework?



10. Did Mike finish all of the homework?



11. Did Mike's professor excuse him?



C. Listen and repeat.



It's five after two.



It's ten after two.



It's a quarter after two.



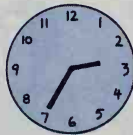
It's twenty after two.



It's twenty-five after two.



It's half past two.



It's twenty-five to three.



It's twenty to three.



It's a quarter to three.

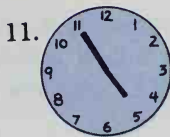
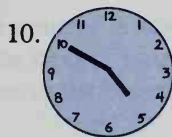
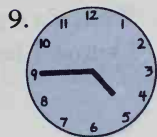
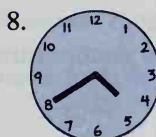
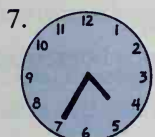
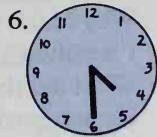
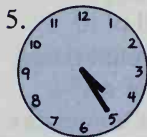
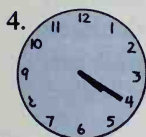
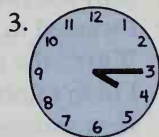
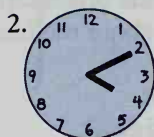
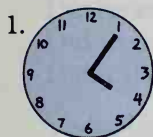


It's ten to three.



It's five to three.

D. Answer the question "What time is it?"



E. Dialogue.



JIM: Why did you talk to the professor?

MIKE: I wanted to ask him about the homework.

JIM: What's the matter?

MIKE: I didn't finish all of it.

JIM: How much did you finish?

MIKE: I finished half of it.

JIM: Why didn't you do all of it?

MIKE: I watched a movie on television.

JIM: What did the professor say?

MIKE: He assigned me extra homework.

JIM: That's too bad.

MIKE: Well, it's a good night to stay home and study.

JIM: I know. I have a lot of mathematics and science homework.

2. Structure and Pattern Practice

The past tense of regular verbs is formed by adding *ed* or *d* to the basic form of the verb.

talk - talked

arrive - arrived

Note the spelling of verbs that end in the consonant-y.

study - studied

hurry - hurried

The form for the past tense is the same for all persons.

I arrived

you arrived

he arrived

she arrived

it arrived

we arrived

you arrived

they arrived

Both questions and negatives are formed with the auxiliary verb *did* (the past tense form of *do*).

Did I start. . . . ?

Did you start. . . . ?

Did he start. . . . ?

Did she start. . . . ?

Did it start. . . . ?

Did we start. . . . ?

Did you start

Did they start. . . . ?

I didn't finish

you didn't finish

he didn't finish

she didn't finish

it didn't finish

we didn't finish

you didn't finish

they didn't finish

The contracted form *didn't* is almost always used both in conversation and writing.

Note carefully that the basic form of the verb is ALWAYS used after *did* and *didn't*.

What's the matter? is a question which is customarily used to ask about some kind of trouble or problem. *Well* is often used as an interjection at the beginning of a sentence, as in the last line of the dialogue.

Exercises

A. Change these sentences to the past tense. Change the time expression to *yesterday*.

EXAMPLE

He attends his classes every day. *He attended his classes yesterday.*

1. They copy the new sentences every day.
2. She watches television every night.
3. The buses arrive early every morning.
4. I talk to the professor every day.
5. He finishes the homework every day.
6. The class ends at noon every day.
7. The class starts at a quarter after nine every morning.
8. He assigns a great deal of homework every day.
9. The professor excuses him every day.
10. We study mathematics every day.

B. Change to questions.

EXAMPLE

The bus arrived early. *Did the bus arrive early?*

1. The class started at nine o'clock.
2. I finished all of the homework. (you)
3. We stayed home on Sunday. (you)
4. I wanted to work in an office. (you)
5. She lived near the school.
6. The students counted from thirty to forty.
7. The boys walked to school yesterday.
8. The class ended at noon.
9. He studied computer programming at night school.
10. I liked my classes in college. (you)

C. Change to questions with the question words indicated.

EXAMPLE

The bus arrived before nine o'clock. (what time) *What time did the bus arrive?*

1. We watched a movie on television. (what) (you)
2. We attended class on Saturday. (when) (you)
3. The class started at a quarter after nine. (what time)

4. I studied English in college. (where) (you)
5. She opened five packages yesterday. (how many)
6. The professor assigned a great deal of homework. (how much)
7. He wanted a pencil. (what)
8. He liked the book. (what)
9. He studied computer programming at night school. (where)
10. He stayed home on Tuesday. (when)

D. Change to the negative.

EXAMPLE

The bus arrived late. *The bus didn't arrive late.*

1. She thanked her teacher.
2. The students copied the new words.
3. The girls opened their books.
4. I stayed home on Sunday.
5. We attended a class Friday evening.
6. She asked the professor about the homework.
7. He assigned more homework.
8. They talked to the teacher.
9. I finished half of the homework.
10. The class ended before noon.

3. Pronunciation and Intonation Practice

A. The *d* ending for past tense regular verbs has three pronunciations—[d], [t], or a separate syllable [əd]. Repeat several times.

[d]
stayed
opened
lived
arrived
assigned

[t]
walked
talked
asked
watched
finished

[əd]
started
wanted
ended
attended
rested

B. Listen and repeat.

EXAMPLE

(Teacher) They copied the sentences.

(Students) They copied the sentences.

(Teacher) They copied the sentences.

-
1. I finished half of the homework.
 2. They studied the lesson.
 3. They studied the new words.
 4. He assigned more homework.
 5. She copied the sentences on the blackboard.

C. Listen and repeat.

E X A M P L E

(Teacher) Why did they copy the sentences?

(Students) Why did they copy the sentences?

(Teacher) Why did they copy the sentences?

-
1. What did they watch on television?
 2. Where did he attend school?
 3. When did they live on this street?
 4. What time did the class end?
 5. Why did they watch television?

D. Listen and repeat.

E X A M P L E

(Teacher) Did they copy the sentences?

(Students) Did they copy the sentences?

(Teacher) Did they copy the sentences?

-
1. Did he assign a great deal of homework?
 2. Did he attend school in the city?
 3. Did they start the new lesson?
 4. Did you stay home on Sunday?
 5. Did you finish all of the homework?

4. General Practice

Answer the question “What time is it?”

1.



6.



2.



7.



3.



8.



4.



9.



5.



10.



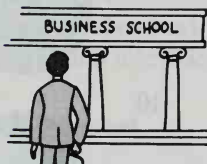
Lesson 13

1. Reading and Oral Practice

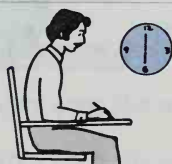
A. Listen and repeat.



What did Dick do last night?
He went to school last night.



What kind of school does Dick go to?
He goes to a business school.



What time did his first class begin?
It began at six o'clock.



What classes did he have last night?
He had computer programming first.



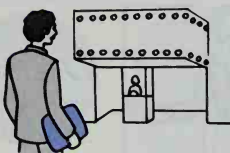
Did he have accounting too?
No, he didn't have accounting, but
he had an English composition
class.



What time did he get out of school?
He got out of school at half past eight.



Did he go home after school?
No, he didn't go home after school.
He ate dinner at a restaurant near the school.



Did he go home after dinner?
No, he didn't go home after dinner.
He went to the movies.



What kind of film did he see?
He saw a French film.



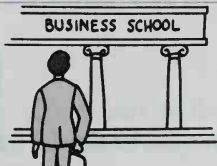
What time did he finally get home?
He finally got home at midnight.

B. Answer the questions.

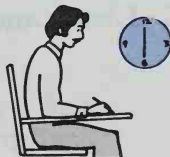
1. What did Dick do last night?



2. What kind of school does Dick go to?



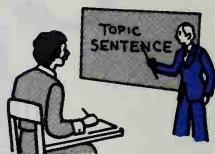
3. What time did his first class begin?



4. What classes did he have last night?



5. Did he have accounting too?



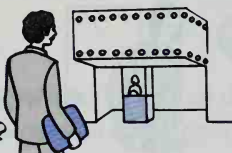
6. What time did he get out of school?



7. Did he go home after school?



8. Did he go home after dinner?



9. What kind of movie did he see?



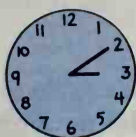
10. What time did he finally get home?



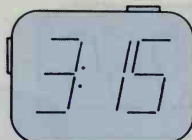
C. Listen and repeat.



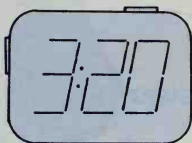
It's five after three.
It's three-oh-five.



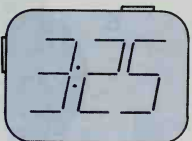
It's ten after three.
It's three ten.



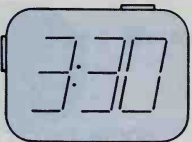
It's a quarter after three.
It's three fifteen.



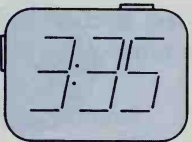
It's twenty after three.
It's three twenty.



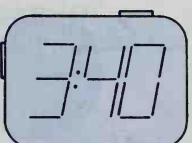
It's twenty-five after three.
It's three twenty-five.



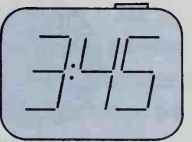
It's half past three.
It's three thirty.



It's twenty-five to four.
It's three thirty-five.



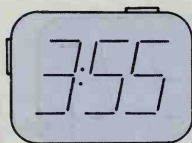
It's twenty to four.
It's three forty.



It's a quarter to four.
It's three forty-five.

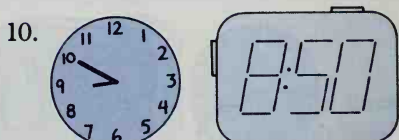
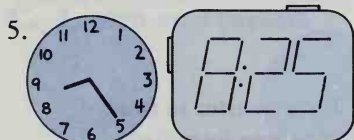
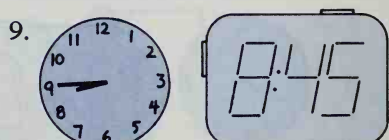
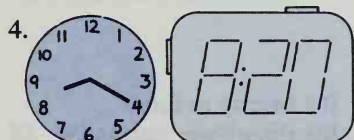
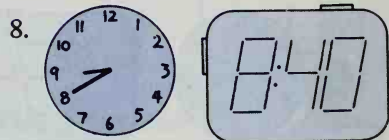
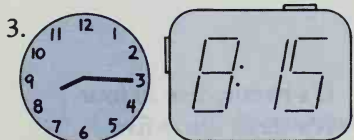
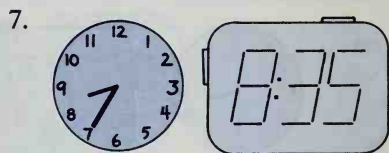
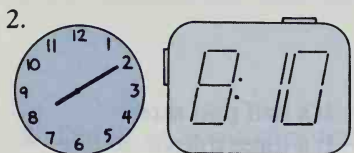
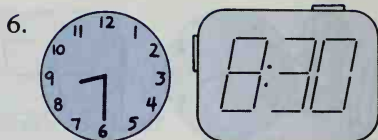
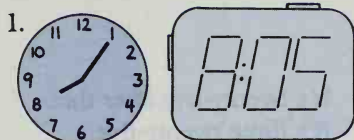


It's ten to four.
It's three fifty.

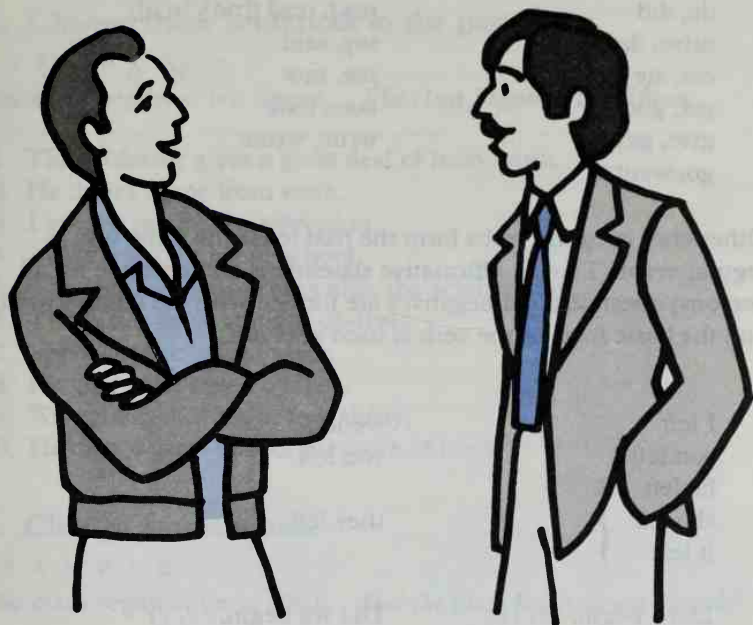


It's five to four.
It's three fifty-five.

D. Give two possible answers to the question "What time is it?"



E. Dialogue.



- TOM: Did you see that new Western movie?
DICK: Yes, I saw it.
TOM: Did you like it?
DICK: Yes, I liked it very much.
TOM: Did you go on the weekend?
DICK: No, I went after school last night.
TOM: What time did you get out of the movie?
DICK: About midnight.
TOM: How did you get home?
DICK: I had my car with me. I drove home.
TOM: Are you tired today?
DICK: Well, yes, a little. But I had a good time.

2. Structure and Pattern Practice

The past tense form of many verbs is irregular. These irregular forms do not follow any particular pattern, so it is necessary to memorize them. The past tense forms for the irregular verbs that have appeared in this book up to this point are:

begin, began
come, came
do, did
drive, drove
eat, ate
get, got
give, gave
go, went

have, had
leave, left
read, read ([rɪd], [rɛd])
say, said
see, saw
take, took
write, wrote

Otherwise, irregular verbs form the past tense the same way as regular verbs. That is, affirmative statements are the same for all persons; questions and negatives are formed with the auxiliary *did*; and the basic form of the verb is used after *did*.

I left
you left
he left
she left
it left

we left
you left

they left

Did I begin. . . . ?
Did you begin. . . . ?
Did he begin. . . . ?
Did she begin. . . . ?
Did it begin. . . . ?

Did we begin. . . . ?
Did you begin. . . . ?
Did they begin. . . . ?

I didn't come
you didn't come
he didn't come
she didn't come
it didn't come

we didn't come
you didn't come
they didn't come

What kind? is an expression used to ask questions that expect an adjective as answer.

What kind of film did you see?
I saw a French film.

But is used to connect contrasting ideas, often an affirmative and a negative.

Dick likes programming, but he doesn't like accounting.

To have a good time is a common idiomatic expression in English.
About in *about midnight* means approximately, near in time.

Exercises

A. Change these sentences to the past tense.

EXAMPLE

The class begins at ten fifteen. *The class began at ten fifteen.*

1. The professor gives a great deal of homework.
2. He drives home from work.
3. I see the movies on television.
4. I have a good time at school.
5. The English class comes after the science class.
6. The buses leave at eight-oh-five.
7. She takes the bus to work.
8. He gets up at seven o'clock.
9. We get out of work at four thirty.
10. He does a great deal of his work at home.

B. Change to questions.

EXAMPLE

The class began at ten o'clock. *Did the class begin at ten o'clock?*

1. They had their English class last night.
2. I saw the movie last night. (you)
3. He began school on Monday.
4. She got home at midnight.
5. He left the office at noon.
6. They ate at a big restaurant.
7. I gave him extra homework. (you)
8. We did the homework in class. (you)
9. The boys took a bus to the city.
10. She came to school by car.

C. Change to questions with the question words indicated.

EXAMPLE

I saw the notebooks on the teacher's desk. (where) (you) *Where did you see the notebooks?*

1. I saw my friend in the city. (where) (you)
2. He drove to the city on Saturday. (when)
3. He ate dinner at seven o'clock. (what time)
4. The professor gave a great deal of homework. (how much)

5. They read four lessons. (how many)
6. She came to work by subway. (how)
7. He got out of work at six o'clock. (what time)
8. He saw the movie on Tuesday night. (when)
9. We went home early on Thursday. (when) (you)
10. They had a house on this street. (where)

D. Change to the negative.

EXAMPLE

The class began early. *The class didn't begin early.*

1. I got home early last night.
2. He drove an old car to college.
3. She left the office at three o'clock.
4. I saw my friend on Wednesday.
5. I had a pencil in my pocket.
6. They took a bus to school.
7. She wrote her name on the blackboard.
8. I wrote my friend a long letter.
9. They read the sentences on the blackboard.
10. She ate a big breakfast this morning.

3. Pronunciation and Intonation Practice

A. Repeat several times.

- [ə] as the *u* in *bus*: much, from, come, does, but, Monday, of
 [a] as the *o* in *not*: Tom, clock, on, job, got
 [ɔ] as the *a* in *all*: office, walk, talk, wall, small
 [æ] as the *a* in *am*: at, that, and, map, class, thank, have, has
 [e] as the *a* in *day*: subway, late, ate, take, came, gave
 [ɪ] as the *i* in *it*: him, his, this, begin, big, city, give, live
 [aɪ] as the *i* in *time*: Mike, arrive, fine, five, like, drive, night
 [ɛ] as the *e* in *ten*: men, well, get, friend, then, yet, them, when
 [i] as the *e* in *be*: he, she, we, me, week, eat, street
 [o] as the *o* in *no*: so, those, old, go, alone, home, both

B. Listen and repeat.

EXAMPLE

(Teacher) Did they write the new words?

116 (Students) Did they write the new words?

(Teacher) Did they write the new words?

(Teacher) They wrote the new words.

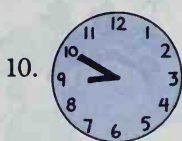
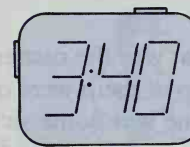
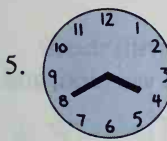
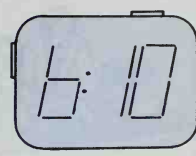
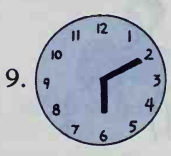
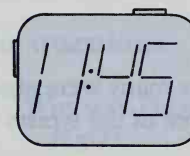
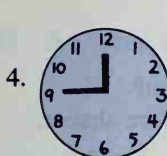
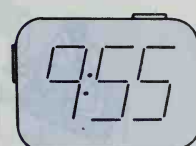
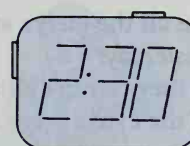
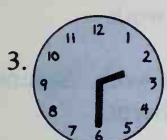
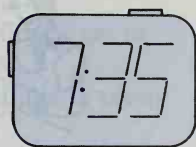
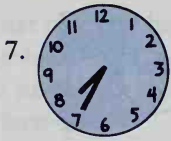
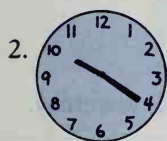
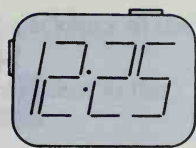
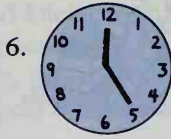
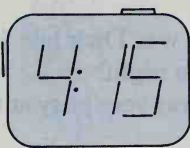
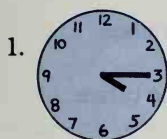
(Students) They wrote the new words.

(Teacher) They wrote the new words.

1. Did she come to work by car?
2. She came to work by car.
3. Did he drive his new car?
4. He drove his new car.
5. Did they take English?
6. They took English.
7. Did you begin a new lesson?
8. We began a new lesson.
9. Did you see a Western movie?
10. I saw a Western movie.

4. General Practice

Give two possible answers to the question "What time is it?"



Lesson 14

1. Reading and Oral Practice

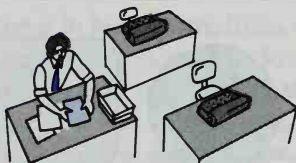
A. Listen and repeat.



Why was Dick late for class last night?
He was very busy at the office.



Why was he busy?
There was a lot of mail yesterday.



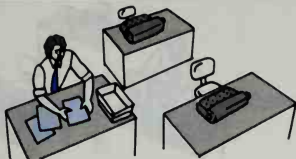
Were all the clerks at work yesterday?
No, they weren't all at work. Several of the clerks were absent.



How many were absent?
Three of the typists were absent.



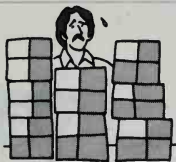
What was the matter with them?
Two of them were on vacation, and one was home sick.



Did anybody help Dick?
No, nobody helped him. He worked alone.



Were there a lot of letters?
Yes, there were a lot of letters.



Were there a lot of packages too?
Yes, there were a lot of packages too.



Did Dick carry the packages to the post office?
Yes, he carried all of them to the post office.



What time did he finally get to school?
He finally got to school at seven forty-five.



Was he tired?
Yes, he was very tired.

B. Answer the questions.

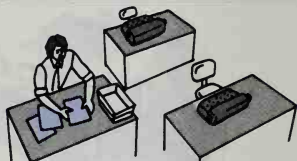
1. Why was Dick late for class last night?



2. Why was he busy?



3. Were all the clerks at work yesterday?



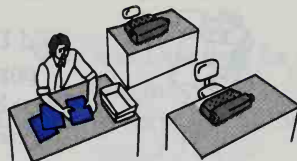
4. How many were absent?



5. What was the matter with them?



6. Did anybody help Dick?



7. Were there a lot of letters?



8. Were there a lot of packages too?



9. Did Dick carry the packages to the post office?



10. What time did he finally get to school?



11. Was he tired?



C. Listen and repeat.

10:00 A.M.

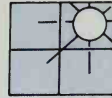
It's ten o'clock in the morning.

11:15 A.M.

It's eleven fifteen in the morning.

12:00 M.

It's noon.



2:20 P.M.

It's two twenty in the afternoon.

3:25 P.M.

It's three twenty-five in the afternoon.

5:10 P.M.

It's five ten in the evening.

8:30 P.M.

It's eight thirty in the evening.

11:00 P.M.

It's eleven o'clock in the evening.

It's eleven o'clock at night.

12:00 P.M.

It's midnight.



1:40 A.M.

It's one forty in the morning.

It's one forty at night.

4:15 A.M.

It's four fifteen in the morning.

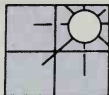
It's four fifteen at night.

D. Answer the question "What time is it?"

1. 10:00 A.M.

2. 11:15 A.M.

3. 12:00 M.



4. 2:20 P.M.

5. 3:25 P.M.

6. 5:10 P.M.

7. 8:30 P.M.

8. 11:00 P.M.

9. 12:00 P.M.



10. 1:40 A.M.

11. 4:15 A.M.

E. Dialogue.



TOM: Why were you late to school tonight?

DICK: We were very busy at the office.

122 TOM: That's too bad.

DICK: Did I miss anything important?
 TOM: The teacher went over Lesson Six.
 DICK: Was it easy?
 TOM: No, it wasn't easy at all. It was very difficult.
 DICK: Well, I studied it over the weekend.
 TOM: Did you understand all of it?
 DICK: I think so.
 TOM: Then you're okay. Good night.
 DICK: Good night.

2. Structure and Pattern Practice

Was and *were* are the past tense forms of *to be*.

I was	we were
you were	you were
he was	
she was	they were
it was	

Negatives are formed with *was not (wasn't)* and *were not (weren't)*. The contractions are almost always used both in conversation and in writing.

I wasn't	we weren't
you weren't	you weren't
he wasn't	
she wasn't	they weren't
it wasn't	

Questions are formed by putting the form of *to be* before the subject.

Was I.?	Were we.?
Were you.?	Were you.?
Was he.?	
Was she.?	Were they.?
Was it.?	

Was and *were* are also used in sentences that begin with *there*.

Was there a lot of mail?	Yes, there was a lot of mail.
Were there a lot of letters?	Yes, there were a lot of letters.

Anybody and *nobody* are impersonal or indefinite pronouns. *Nobody* is a negative. Note that *not* does not occur in sentences with *nobody*.

Did anybody help him?

Nobody helped him.

The abbreviation A.M. means before noon; M. is noon; and P.M. is after noon. *In the afternoon* is customarily used from noon until about five o'clock, and *in the evening* from about five until about eleven o'clock. *At night* can be used for the late hours of the evening and for the early hours of the morning.

To understand is an irregular verb. The past tense form is *understood*. *To think* is also an irregular verb, and the past tense form is *thought*.

Good night is an expression of leave-taking. It is not used as a greeting. *Good evening* is the correct greeting when arriving.

Exercises

A. Change these sentences to the past tense.

EXAMPLE

I am very tired. *I was very tired.*

-
- | | |
|-------------------------------------|--------------------------------|
| 1. The lesson is very easy. | 7. There are a lot of students |
| 2. Three of the typists are absent. | in the classroom. |
| 3. One of them is sick. | 8. You are late. |
| 4. Two of them are on vacation. | 9. He is very tired. |
| 5. There is a lot of mail today. | 10. She is very busy. |
| 6. There are a lot of packages | |
| at the post office. | |

B. Change to questions.

EXAMPLE

He was very tired. *Was he very tired?*

-
1. The bus was late.
 2. The lesson was very important.
 3. Mary was sick yesterday.
 4. Three typists were absent yesterday.
 5. There were a lot of packages in the mail.

C. Change to the negative.

E X A M P L E

The bus was late. *The bus wasn't late.*

- | | |
|------------------------------|------------------------------------|
| 1. The lesson was difficult. | 4. All of the typists were at work |
| 2. Dick was on vacation. | yesterday. |
| 3. I was sick yesterday. | 5. Tom was a good student. |

D. Answer these questions with *nobody*.

E X A M P L E

Did anybody help Dick? *Nobody helped Dick.*

1. Did anybody watch television last night?
2. Did anybody walk to work?
3. Did anybody understand the lesson?
4. Did anybody get to work early?
5. Did anybody see that new movie?


3. Pronunciation and Intonation Practice

A. Repeat several times.

- [d] as the *d* in *did*: old, stayed, friend, good, hundred, end, said
[t] as the *t* in *it*: that, what, eight, get, eat, late, yet, about
[r] as the *r* in *or*: her, our, your, were, there, for, door, car, father
[l] as the *l* in *all*: small, wall, well, school, mail, hello, finally
[b] as the *b* in *be*: big, job, bus, book, boy, begin, because, both
[p] as the *p* in *up*: pen, apple, typist, pencil, map, pocket, copy
[ð] as the *th* in *the*: this, these, those, that, them, they, there
[ə] as the *th* in *think*: thought, thank, both, Smith

B. Listen and repeat.

E X A M P L E

(Teacher) He was very tired.

(Students) He was very tired.

(Teacher) He was very tired.

1. The room was very small.
2. There was a great deal of homework.

3. We were very busy.
4. There was a lot of mail.
5. The lesson was very difficult.

4. General Practice

Answer the question "What time is it?"

- | | | |
|-----------------------------|---------------|----------------|
| 1. 9:00 A.M. | 6. 2:25 P.M. | 11. 6:55 P.M. |
| 2. 10:10 A.M. | 7. 3:45 P.M. | 12. 9:15 P.M. |
| 3. 11:40 A.M. | 8. 4:30 P.M. | 13. 12:00 P.M. |
| 4. 12:00 M. (<i>noon</i>) | 9. 5:20 P.M. | 14. 2:45 A.M. |
| 5. 1:20 P.M. | 10. 6:30 P.M. | 15. 4:20 A.M. |

Lesson 15

REVIEW

1. Review of Structure and Pattern Practice

A. Change these sentences to (1) commands, (2) negative commands, and (3) polite commands (requests).

EXAMPLE

He helped the mail clerk. *Help the mail clerk.*

Don't help the mail clerk. *Please help the mail clerk.*

1. She gave the young man a job.
2. He carries the packages to the post office.
3. She excused the students early.
4. I wrote the new words on the blackboard.
5. We read the new lesson.

B. Substitute an object pronoun for the *italicized* object in each sentence.

EXAMPLE

He took *the bus* to work. *He took it to work.*

- | | |
|---|--------------------------------------|
| 1. She wants <i>the book</i> now. | 4. He copied <i>the sentences</i> |
| 2. I saw <i>Dick</i> at the restaurant. | on the blackboard. |
| 3. I saw <i>Susan</i> at school. | 5. He gave <i>his sister</i> a book. |

C. Change these sentences to the past tense.

EXAMPLE

The bus arrives early. *The bus arrived early.*

1. The professor excuses the students early.
2. We live in the city.
3. She works in an office.
4. He studies mathematics.
5. I see a lot of movies on television.
6. He drives his car to work.
7. The class begins at ten fifteen.
8. He takes the subway to work.
9. They copy all the sentences in their notebooks.
10. The teacher writes the new words on the blackboard.

D. Change these sentences to questions.

EXAMPLE

The bus arrived early. *Did the bus arrive early?*

1. We rested on Sunday. (you)
2. I saw the letters. (you)
3. He had a great deal of work yesterday.
4. She went to the movies last night.
5. We hurried to the subway. (you)
6. They got up at eight o'clock on Sunday.
7. She left the office at four thirty.
8. I thanked the professor. (you)
9. They began a new lesson today.
10. We had a lot of mail yesterday. (you)

E. Change to questions with the question words indicated.

EXAMPLE

The bus arrived before nine o'clock. (what time) *What time did the bus arrive?*

1. We finished the lesson on Friday. (when) (you)
2. The teacher wrote the new words on the blackboard. (what)
3. The teacher wrote the new words on the blackboard. (where)
4. They started a new lesson on Monday. (when)
5. He carried the packages to the post office. (where)
6. He got to school at seven forty-five. (what time)
7. They went to the movies on Saturday night. (when)
8. He gave us a lot of homework on Tuesday. (when) (you)

9. She left the book on her desk. (where)
10. She came to work by bus. (how)

F. Change to the negative.

E X A M P L E

The bus arrived early. *The bus didn't arrive early.*

1. He missed an important lesson.
2. They watched television last night.
3. I saw him at the post office.
4. They took the subway to work.
5. He liked to drive in the city.
6. She saw him in the restaurant.
7. I gave my father the letters.
8. I wanted to study science.
9. We read the words on the blackboard.
10. We had a very good time.

G. Change these sentences to the past tense.

E X A M P L E

He is very tired. *He was very tired.*

- | | |
|-------------------------------|-----------------------------------|
| 1. You are very busy. | 4. There is a great deal of work. |
| 2. She is on vacation. | 5. I am a mail clerk. |
| 3. Three students are absent. | |

H. Change to questions.

E X A M P L E

He was very tired. *Was he very tired?*

1. There was a good restaurant near the office.
2. The new sentences were very easy.
3. The new words were very difficult.
4. He was a typist.
5. I was sick yesterday. (you)

I. Change to the negative.

E X A M P L E

He was very tired. *He wasn't very tired.*

- | | |
|--------------------------------|--------------------------------|
| 1. Their house was very large. | 4. The letters were important. |
| 2. We were at school. | 5. The bus was late. |
| 3. The movie was very good. | |

J. Answer these questions with *nobody*.

E X A M P L E

Did anybody help him? *Nobody helped him.*

1. Did anybody excuse the students?
2. Did anybody eat dinner in the restaurant?
3. Did anybody take the bus to work?
4. Did anybody go over the lesson?
5. Did anybody study the new words?

2. General Practice

A. Answer the questions.

1. What is the first workday of the week?

S	M	T	W	Th	F	S
		X	2	3	4	5
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

2. What days are the weekend?

S	M	T	W	Th	F	S
	1	2	3	4	5	X
X	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

3. What day follows Monday?

S	M	T	W	Th	F	S
	1		X	3	4	5
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

4. What day comes after Tuesday?

S	M	T	W	Th	F	S
	1	2		X	4	5
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

5. What day did the students attend the lecture?

S	M	T	W	Th	F	S
	1	2	3		X	5
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

6. What's the last workday of the week?

S	M	T	W	Th	F	S
	1	2	3	4		X
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

7. What day did Dick stay home and rest?

S	M	T	W	Th	F	S
1	2	3	4	5	6	
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

8. What day did Susan go to the movies?

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

9. What days does Mike have his Spanish class?

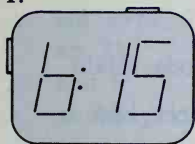
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

10. What days does Mike study French?

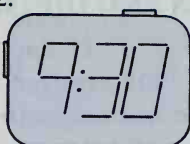
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

B. Give as many possible answers as you can to the question "What time is it?"

1.



2.



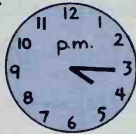
3.



4.



5.



6.



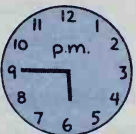
7.



8.



9.



10.



INTERNATIONAL PHONETIC ALPHABET

CONSONANTS*

[p] — pie, hope, happy	[θ] — they, then, other
[b] — bell, bite, globe	[s] — see, sat, city
[f] — fine, office	[z] — zoo, does, is
[v] — vest, of, have	[ʃ] — shoe, ship, action
[k] — keep, can, book	[ʒ] — usual, garage
[g] — go, get, egg	[tʃ] — change, watch
[l] — let, little, lay	[dʒ] — June, edge
[m] — man, must, dime	[r] — red, rich, write
[n] — no, down, ton	[y] — you, yes, million
[ŋ] — sing, ringing	[h] — he, hat, who
[w] — water, we, one	[t] — ten, to, meet
[θ] — thin, three, path	[d] — do, did, sudden

VOWELS AND DIPHTHONGS

[ɪ] — it, did, build	[ə] — cup, soda, infant
[i] — me, see, people	[ɜ] — her, work, bird
[ɛ] — end, let, any	[e] — say, they, mail
[æ] — cat, bat, laugh	[o] — old, coal, sew
[ɑ] — army, father, hot	[aɪ] — dry, eye, buy
[ɔ] — all, caught, long	[ɔɪ] — toy, boy, soil
[ʊ] — book, full, took	[aʊ] — cow, our, house
[u] — too, move, fruit	

* [ə] and [ɜ] are used in this book for both stressed and unstressed syllables, [y] is used instead of IPA [j]. [ɑ] is used instead of IPA [a].

Vocabulary

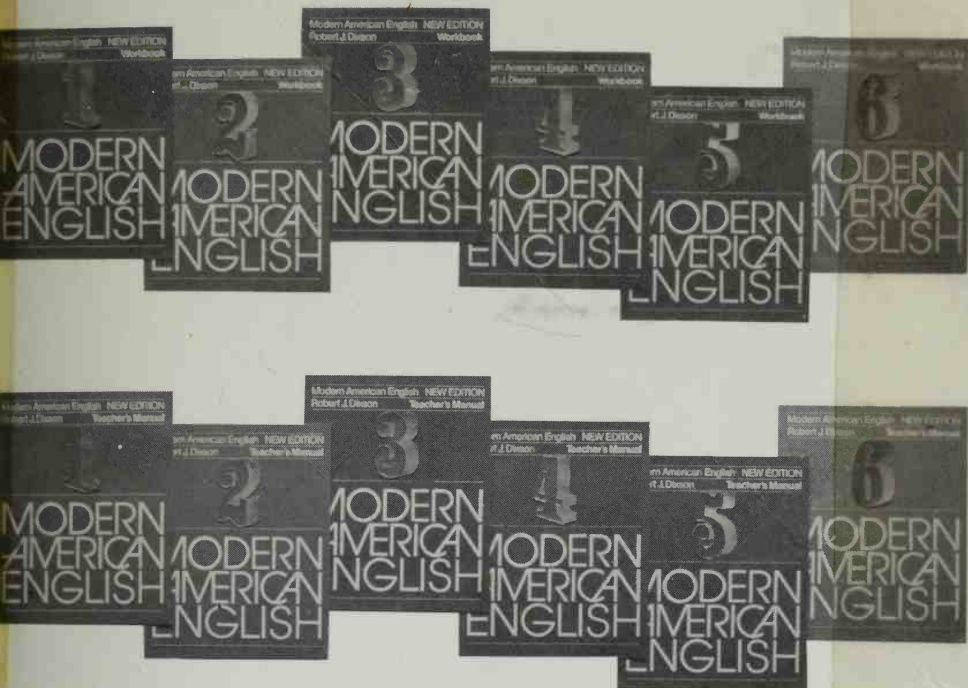
The following list includes the words introduced in Textbook 1.
The number indicates the page on which the word first appears.

a, 1	(to) begin (began), 54	clerk, 73
about, 98	big, 51	clock, 31
absent, 118	black, 14	college, 3
accounting, 73	blackboard, 20	(to) come (came), 89
after, 73	blue, 13	composition, 108
afternoon, 68	book, 13	computer, 73
all, 98	both, 74	(to) copy, 87
all right, 79	boy, 43	(to) count, 76
alone, 62	breakfast, 51	
also, 9	brother, 63	day, 62
am (to be), 7	brown, 13	dentist, 9
an, 31	bus, 13	desk, 21
and, 9	business, 108	difficult, 123
anybody, 119	businessman	dinner, 109
anything, 123	(-men), 63	(to) do (did), 51
apple, 32	busy, 118	doctor, 1
are (to be), 7	but, 108	door, 20
(to) arrive, 52	by, 62	(to) dress, 51
(to) ask, 98		(to) drive (drove), 74
(to) assign, 98	calendar, 42	
at, 51	(to) call, 62	early, 79
(to) attend, 73	car, 32	easy, 123
	(to) carry, 119	(to) eat (ate), 51
bad, 102	chair, 13	eight, 44
because, 73	city, 62	eighteen, 66
before, 52	class, 54	eighty, 76
	classroom, 42	eleven, 52

- (to) end, 97
 English, 108
 evening, 79
 every, 51
 (to) excuse, 98
 extra, 98
- family, 62
 father, 63
 fifteen, 65
 fifty, 76
 film, 109
 finally, 109
 fine, 57
 (to) finish, 98
 first, 51
 five, 43
 floor, 29
 (to) follow, 90
 for, 51
 forty, 76
 four, 43
 fourteen, 65
 French, 109
 Friday, 89
 friend, 51
 from, 73
- (to) get (got), 51
 girl, 43
 (to) give (gave), 87
 (to) go (went), 62
 good, 57
 goodbye, 91
 (a) great deal of, 98
 green, 13
- half, 98
 (to) have (had), 63
 he, 2
 hello, 91
 (to) help, 119
 her (possessive
 adjective), 30
- her (object
 pronoun), 87
 high school, 53
 him, 87
 his, 29
 history, 98
 home, 73
 homework, 98
 house, 63
 how, 43
 hundred, 76
 (to) hurry, 79
- I, 7
 important, 123
 in, 42
 is (to be), 1
 it, 13
- job, 73
- kind (what kind), 108
- last, 108
 late, 57
 lawyer, 2
 (to) leave (left), 51
 lesson, 1
 letter, 87
 (to) like, 73
 literature, 98
 (a) little, 113
 (to) live, 62
 long, 74
 (a) lot of, 102
- mail, 73
 man (men), 62
 many, 43
 map, 22
 mathematics, 102
 matter (what's the
 matter), 102
 me, 87
- medical, 63
 midnight, 109
 (to) miss, 123
 Monday, 89
 morning, 51
 mother, 63
 movie, 102
 much, 44
 my, 29
- name, 62
 near, 74
 new, 32
 night, 73
 nine, 44
 nineteen, 66
 ninety, 76
 no, 4
 nobody, 119
 noon, 97
 not, 3
 notebook, 20
 now, 52
 nurse, 9
- o'clock, 51
 of, 98
 office, 62
 okay, 79
 old, 32
 on, 29
 one, 43
 only, 98
 (to) open, 87
 or, 10
 orange, 31
 our, 29
 out, 109
 over, 123
- package, 87
 past, 101
 pen, 13
 pencil, 13

- people, 63
 pocket, 43
 post office, 119
 professor, 98
 programming, 73
 quarter, 97
 (to) read (read), 87
 red, 13
 (to) rest, 89
 restaurant, 109
 room, 63
 Saturday, 89
 (to) say (said), 102
 school, 51
 science, 102
 second, 92
 (to) see (saw), 109
 sentence, 87
 seven, 44
 seventeen, 66
 seventy, 76
 several, 118
 she, 2
 sick, 118
 sister, 63
 six, 44
 sixteen, 66
 sixty, 76
 small, 51
 so, 73
 Spanish, 98
 (to) start, 97
 (to) stay, 89
 street, 62
 student, 1
 (to) study, 73
 subject (in
 school), 74
 subway, 54
 Sunday, 89
 table, 21
 (to) take (took), 51
 (to) talk, 98
 teacher, 1
 television, 102
 ten, 45
 (to) thank, 57
 that, 20
 the, 29
 their, 30
 them, 87
 then, 51
 there (substitute
 subject), 42
 these, 13
 they, 9
 (to) think (thought), 123
 thirteen, 65
 thirty, 76
 this, 13
 those, 21
 three, 42
 Thursday, 89
 time, 52
 tired, 91
 to, 62
 today, 68
 tonight, 122
 too, 53
 Tuesday, 89
 twelve, 54
 twenty, 66
 two, 42
 typist, 1
 (to) understand
 (understood), 123
 up, 51
 us, 87
 usually, 51
 vacation, 118
 very, 68
 wall, 42
 (to) want, 87
 was (to be), 118
 (to) wash, 51
 (to) watch, 102
 way (a long way), 74
 we, 7
 Wednesday, 89
 week, 89
 weekend, 89
 welcome, 58
 well (adjective), 68
 well (interjection),
 102
 went (to go), 108
 were (to be), 118
 Western, 113
 what, 2
 when, 91
 where, 29
 white, 13
 who, 2
 why, 73
 window, 20
 with, 51
 word, 87
 (to) work, 62
 work (noun), 62
 workday, 89
 (to) write (wrote), 87
 yellow, 13
 yes, 2
 yesterday, 97
 yet, 57
 you, 7
 young, 62
 your, 29

(to) walk, 51

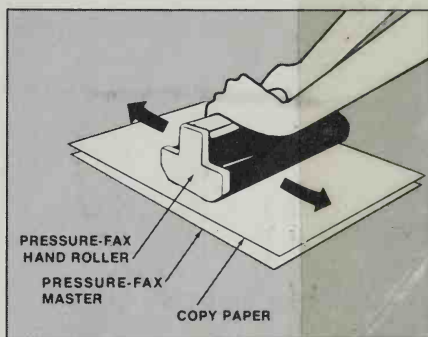


Tests

A set of tests is available in new Pressure-Fax duplicating masters for Books 1, 2, and 3. Pressure-Fax masters are printed with a unique ink formula which permits copies to be made without use of a duplicating machine. Each quiz presents a variety of objective activities, allowing the teacher to test the student's grasp of the material. Review tests evaluate student retention. In addition, oral tests evaluate listening comprehension and sound discrimination. The teacher is provided with answer keys for easy grading.

New Pressure-Fax® Masters!

Copies can be made without use of a duplicating machine by using a *Pressure-Fax* hand roller (see illustration). If a *Pressure-Fax* roller is not available, adequate copies can usually be made with a kitchen rolling pin. Copies can be printed on both sides of a sheet and inexpensive newsprint can be used. Copies can also be made on a duplicating machine—with or without use of duplicating fluid.



®PRESSURE-FAX is a registered trademark of the Mazer Corporation.

For further information please write to:
 REGENTS PUBLISHING CO., Inc.
 2 Park Avenue
 New York, N.Y. 10016

